DOCUMENT RESUME

ED 208 052 TM 810 801

AUTHOR Grosswald, Jules
TITLE City-Wide Summaries, City-Wide and District Performance Distributions, Kindergarten through Grade Twelve. 1978-79 Philadelphia City-Wide Testing Program, February 1979 Achievement Testing Program. Report No. 8004.
INSTITUTION Philadelphia School District, Pa. Office of Research and Evaluation.
PUB DATE Sep 79
NOTE 161p.

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *Achievement Tests; *Basic Skills; Educational Assessment; *Elementary Secondary Education; Local Norms; *Scores; *Testing Programs
IDENTIFIERS California Achievement Tests; *Philadelphia School District PA; Stanford Early School Achievement Test

ABSTRACT

Basic skills achievement test results of pupils in the Philadelphia School District, based upon the February 1979 Philadelphia City-Wide Testing Program involving kindergarten through grade 12, are reported. The city and district performance distributions show the combined percentages of pupils in scoring within various national percentile rank ranges. In addition to a report summary, graphs of results, summary tables of city-wide results, and comparison tables for the city and each of the eight administrative districts are provided. (Author/GK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED208052

1978-79 CITY-WIDE TESTING PROGRAM

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

CITY-WIDE SUMMARIES

CITY-WIDE AND DISTRICT PERFORMANCE DISTRIBUTIONS

KINDERGARTEN THROUGH GRADE TWELVE

PHILADELPHIA

FEBRUARY 1979 ACHIEVEMENT TESTING PROGRAM

TM 810 801

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

H. M. Kean

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

OFFICE OF RESEARCH AND EVALUATION DIVISION OF TESTING SERVICES

THE SCHOOL DISTRICT OF PHILADELPHIA

Superintendent of Schools
Dr. Michael P. Marcase

Deputy Superintendent
Mr. Charles A. Highsmith

BOARD OF EDUCATION

Mr. Arthur W. Thomas, President
Mrs. Edward Oberholtzer, Vice President
Mr. Augustus Baxter
Mrs. Lawrence Boonin
Mr. Samuel H. Rubin
Robert M. Sebastian, Esq.
Mrs. Michael Stack
George Philip Stahl, Jr., Esq.
Dr. Nicholas E. Trolio

OFFICE OF RESEARCH AND EVALUATION

Dr. Michael H. Kean, Executive Director
Research and Evaluation

Dr. Jules Grosswald, Director
Division of Testing Services

TABLE OF CONTENTS

	Page
Preface	i
Introduction	i
Explanation of City and District Performance Distributions	i
Pupils Tested	ii
Organization of this Report	ii
Acknowledgment	ii
A Rationale for the Interpretation of the Philadelphia City-Wide Testing Program Results	iii
Report Summary	1
Graph of City-Wide Results for the Stanford Early School Achievement Test for Kindergarten	5
Graphs of City-Wide Results for the California Achievement Tests for All Grades Combined	6
Description of the Tests Administered	10
Explanation of City-Wide Summary Tables	22
City-Wide Summary Tables for Kindergarten through Grade Twelve	23
Explanation of Comparison Tables for May 1974, February 1975, February 1976, February 1977, February 1978 and February 1979	33
Comparison of City-Wide Performance Distributions	34
Comparison of District Performance Distributions	47
District One	47
District Two	59
District Three	71
District Four	83
District Five	95
District Six	107
District Seven	119
District Eight	131

OFFICE OF RESEARCH
AND EVALUATION
THE SCHOOL DISTRICT OF PHILADELPHIA
Division of Testing Services

1978-79 PHILADELPHIA CITY-WIDE TESTING PROGRAM

FEBRUARY 1979 ACHIEVEMENT TESTING PROGRAM

CITY-WIDE SUMMARIES

CITY-WIDE AND DISTRICT PERFORMANCE DISTRIBUTIONS

Kindergarten through Grade Twelve

Report No. 8004

Report Prepared by

Jules Grosswald
Director
Division of Testing Services

September 1979

T 79-246-G

PREFACE

Introduction

This is a report of pupil performance in the School District of Philadelphia based upon the February 1979 Philadelphia City-Wide Testing Program involving all pupils in kindergarten through grade twelve. This report accompanies another issued report (Report #8005 Document No. T 79-247-G), providing a detailed analysis of school performance.

Before examining the test results given in this report, the reader is urged to consider fully the content of this preface, particularly the section discussing a rationale for the interpretation of the Philadelphia City-Wide Testing Program results. The discussion provides a frame of reference for the interpretation of city and district performance distributions. The reader is cautioned that judgment about the quality and effectiveness of an instructional program should not be made solely on the test results reported.

Explanation of City and District Performance Distributions

The city and district performance distributions show the combined percentages of pupils in scoring within various national percentile rank ranges. A pupil's national percentile rank describes his status compared to other pupils in the same grade nationally. Thus, a pupil whose national percentile rank is thirty performs as well or better than thirty percent of the pupils in his grade nationally as determined by the publisher of the test battery.

The performance distributions describe four groups of pupils,

1. Below National 16th %ile
   Pupils whose performance places them in this category may be considered as operating at low achievement levels compared to a national average performance. Nationally, we find 15 percent of the pupils in this category.

2. and 3. Between National %iles 16th to 49th and 50th to 84th
   Pupils in these two performance categories may be considered as operating at average achievement levels with respect to national performance. Nationally, 34 percent are low average and 35 percent are high average.

4. National 85th %ile or above
   This category represents pupils performing at high achievement levels compared to a national average performance. Nationally, 16 percent of the pupils perform in this category.

For reference, the percentages for the national pupil norms are as follows:

	Percentage
Below National 16th %ile - - - - - - - -	15
Between National 16th to 49th %ile - - -	34
Between National 50th to 84th %ile - - -	35
National 85th %ile or Above - - - - - -	16
Total =	100

Pupils Tested

The table below shows the number of pupils tested per grade and the average number of pupils on roll during February 1979.

Grade	Pupils Tested	Pupils Enrolled
Kindergarten	14,544	16,826
One	14,949	16,135
Two	15,487	16,157
Three	16,408	16,777
Four	15,523	15,828
Five	15,537	15,839
Six	16,426	16,792
Seven	17,164	18,067
Eight	17,048	17,901
Nine	18,855	21,988
Ten	17,450	23,038
Eleven	13,446	15,744
Twelve	11,609	13,230
Total	204,446	224,322

The test results discussed in this report were based on the participation of 91.1% of the pupils enrolled in kindergarten through grade twelve.

Organization of this Report

This report provides in the pages that follow a report summary, graphs of results, summary tables of city-wide results, and comparison tables for the city and each of the eight administrative districts (see map on page ix).

Acknowledgment

Appreciation is expressed here to the principals, testing program coordinators, teachers, counselors in the schools, and administrative and supervisory personnel for their most valuable effort related to the administration of the tests and their use of the results in the improvement of instruction for our pupils; and to members of the staff of the Office of Research and Evaluation for the production and compilation of data used in this report, particularly the staff of the Division of Instructional Research and Development Services. Special thanks go to the professional, secretarial and clerical personnel of the Division of Testing Services.

A Rationale for the Interpretation of the Philadelphia City-Wide Testing Program Results

. *Why do we use standardized, nationally-normed achievement tests?*

The central purpose of standardized achievement tests is a dual one, a combination of aims. Their purpose is both to help the individual pupil understand and develop his scholastic abilities and to help educators make better judgments about individual pupils. The goal is to help pupils and to highlight the vast range of individual differences. The goal is also to help teachers, counselors, school principals, and other staff members do their difficult jobs better -- to give them an additional kind of information that can be used in teaching, in evaluating instruction, in curriculum planning, in guidance, and in placement.

. *Why is it necessary to test annually?*

The extent to which the above goals can be satisfied is a function, among other things, of time. The results of a single year's testing are of questionable value in making more general judgments about the total school system. Series of tests, extending over several years, are needed for this latter purpose. A series of annual status measures are also essential to determine pupil growth and development.

The evaluation of curriculum and instruction is a difficult task, particularly in periods when rapid changes in reading and mathematics instruction, for example, are taking place in curriculum development. Groups can change markedly from year to year, and during any given year a group may be quite atypical of groups in general. Only after the same or equivalent tests have been administered over a sufficient number of years for reliable trends to be established should the data be used as a basis for suggesting the direction of changes in curriculum practices.

. *Are the standardized tests in the City-Wide Testing Program like teacher-made classroom tests?*

In standardized tests, specific and detailed directions for test administration and scoring procedures are established. Some teacher-made tests can be called standardized by this definition; however, standardized tests, which are usually published instruments, have additional characteristics. Norms are ordinarily supplied so that a pupil's score can be compared with those of a defined group of pupils, often a nationwide sample. The development of a standardized test requires a pretest (or preliminary tryout), followed by an item analysis to help identify those items which might be unsatisfactory. Supplementary materials are generally provided -- for example, manuals that explain the purpose and use of the test and reports of technical information on its reliability, validity, and other characteristics. Thus a standardized test is one that has been prepared with care by specialists, tried out experimentally, and then published. Additional research on its technical characteristics is often conducted after publication.

To serve its purpose most effectively, a standardized achievement test must actually utilize as much as possible of the whole range of possible scores - that is to say, the raw scores on the test should range from near zero to the highest possible score. Publishers insure such a spread through a preliminary tryout of items which will determine objectively their relative difficulty and discriminating power. A few of the items included in the final test allow 80-85% of the pupils to answer them correctly to discriminate among the least able pupils in any grade. Similarly, a few very difficult items are included to challenge and discriminate among the very ablest pupils. The majority of the items are of medium difficulty and discriminate at all levels of ability. The typical pupil will succeed on only about half the items in the test, while the least able pupils may succeed on only a small fraction of them. Teacher-made tests lack most or all of the additional characteristics.

. *What are the national norms that are used with these standardized achievement tests?*

National norms are based on scores obtained by a representative sample of all pupils in the United States, that is, they represent national obtained performance, not a national standard of performance. Pupils in the very large urban areas tend to differ in several respects from those in the representative national sample. Proportions from lower socio-economic homes tend to be higher in large urban areas, like Philadelphia, for example. These differences cause some difficulty in the use of national norms, for the norms suggest levels of performance which probably cannot reasonably be expected when all local factors are considered.

. *Why are national norms used?*

National norms are highly useful in providing for comparisons of local obtained performance with that of a specifically defined national group. To the extent that the defined group differs in important respects from one's own group, however, the comparison loses part of its meaning.

. *If a school, district or system deviates considerably from the national norms, can a judgment be made about the quality of instruction?*

The national norms for standardized achievement tests generally described accurately the performance of a large, carefully selected sample of pupils. This does not mean, however, that the national norms should be viewed as standards for the local school, district or system. What some should regard as adequate test performance or regard as an acceptable standard, others should regard as less than satisfactory. Desirable levels of performance to reasonably be expected of its pupils at various points in time can only be determined subjectively and will vary from school to school, district to district, and even system to system, Certainly a below-the-norm performance on any test is not necessarily an indication of poor teaching or of weaknesses in the curriculum, nor is the above-the-norm performance necessarily to be commended. In consideration of the fact that in the majority of the schools there is some room for improvement, the "norm" may be too low to be considered as a standard or goal of achievement.

. *Why should there be any reference to national norms if what is stated above is true?*

In the use of test results for instructional appraisal, again it is important to recognize that a norm is only a description of obtained achievement of a specified group of pupils. It should not be considered as a standard, or as an indication of what constitutes "satisfactory" achievement. The average achievement in all schools varies in quality from subject to subject. However, the national norms used as a reference are developed at one particular point in time. As we test each year, we have a stable reference base to determine change in local performance from year to year.

. *Why test all pupils in all grades in all skills?*

Obviously, to implement the concept of individualized instruction such data can contribute much to the individualization effort. Focusing on all skill areas rather than just reading or arithmetic demonstrates the need to be aware of each pupil's performance in the many basic skills areas vital to school success.

Although testing by sampling could be used for research purposes, the need for full participation of all pupils seems preferable as long as funds permit.

. *Do the current year's test results reflect only what has occurred in the past school year?*

It is important to note that achievement during any one or two-year period is affected not only by the curriculum and instruction of that period but also by the programs which pupils have had. For example, certain tests measure skills which pupils have been developing since early in their school careers. Therefore, the evaluation of progress must take into consideration the prior opportunities pupils have had. Of course, the pregress which pupils make will reflect, in part, the effectiveness of the school program, and measures of progress should be considered carefully.

. *Do these achievement tests provide data affording an assessment of the total instructional program of the Philadelphia schools?*

No! Achievement tests are directly concerned only with certain skills and abilities, and are not intended to measure total achievement in any given subject or grade. While most of these skills and abilities appear basic or essential to nearly all types of academic achievement, it is obvious that they are not inclusive of all of the desired outcomes of instruction at the levels tested. The results obtained from these tests, therefore, will not constitute in themselves an adequate basis for, and should not be unduly emphasized in, the total evaluation of instruction.

. *Are there tests which will do the entire job of measuring pupil status in the total program?*

The standardized achievement tests available and used in the program are concerned with only those outcomes of instruction that happen to be particularly amenable to objective measurement. The measures provided can be used to distinct advantage, but their wisest use involves a full recognition of their restrictions.

. *Can test results of groups of pupils be misleading?*

It is conceivable, that some schools, districts, or systems may do well on these tests and yet be relatively deficient in relation to other important responsibilities in the total school curriculum -- and that other schools, districts or systems obtaining below-average test results may, nevertheless, be providing an educational environment that in other respects is quite satisfactory.

. *If there is difficulty in judging the quality of instruction from test data, how then, can a school, district or system performance on testing be evaluated?*

In evaluating the performance of any school, district or system, local expectations must be tempered by a variety of relevant factors such as the wealth of the school district (and expenditures for school purposes), the local goals, the academic climate of the community, the adequacy of facilities and equipment, the experience of administrators and teachers, the relative emphasis placed upon the basic skills in the curriculum, the grade-placement of the content taught, the level of ability of the pupils and the pupils' socio-economic status and learning opportunities outside the schools. Such factors may account for large differences in performance between schools and may also have an influence upon the status of a school, district or system in comparison to general norms. The quality of instruction is <u>not</u> the only determiner.

. *Does that mean that comparisons and judgments should not be made?*

Comparisons, if they are made, should not be a reflection on either a school, district, system, or its staff. Schools may show the lowest scores, but yet have the most dedicated staff working to provide unusual learning opportunities for their pupils.

Just as the work of an individual teacher cannot be judged on the basis of a single isolated set of achievement test scores, neither can that of a principal or school, or indeed, of a total school system. The other influencing factors must be considered and accounted for. A school with a large number of low-performing pupils may have done considerably more for its pupils than one with relatively few low-performing pupils. <u>Judgments based solely on a single set of achievement test results are indefensible.</u>

. *If the testing program serves first to help improve instruction for individual pupils, are there any cautions in interpreting results for individual pupils?*

In any achievement test, the objective is to get the best possible sample of a pupil's ability and knowledge. The larger the sample, the more representative the sample, and the better the individual questions, the better the test will be. But even the best test is subject to error -- because all possible content is not sampled, because authorities may differ in their evaluation of responses, because language itself is not precise, and because pupils differ from day to day in their performance capabilities.

. *What factors affect the performance of a pupil or group of pupils on a standardized test?*

Care must be exercised in drawing general conclusions from test scores, particularly if the scores have been obtained at only one point in time. A large number of factors influence obtained results, and these must be carefully ferreted out.

The instructional effectiveness of the teacher, for example, is only one of many such factors. Motivation, interest, and effort affect test results as they do any other activity. The pupil who is unmotivated in usual school activities may also be disinterested in the test situation. Obviously, test results, as well as day-to-day performance can be greatly affected by motivational factors. Among the other factors are: the learning ability of the pupils, their past educational history, the quality and adequacy of the instructional material with which the teacher has to work, the out-of-school environment of the pupils, the pupil attendance pattern, the general morale of the whole school system, the physical equipment of the school plant, etc.

. *Can pupil performance vary like school, district or system performance?*

People who use test results must understand this. They must understand that an individual's test scores can vary, even on the same test given, at different times. They must understand, too, that no achievement test measures a pupil's "innate ability" or his "intelligence" or his "creativity." Good tests can measure reasonably well a pupil's developed abilities to perform certain academic tasks, and these abilities are the result of whatever mental capacities the pupil was born with plus whatever opportunities he has had (and taken) to develop those capacities.

. *For individual pupils or groups of pupils, how much faith can be placed in the test results?*

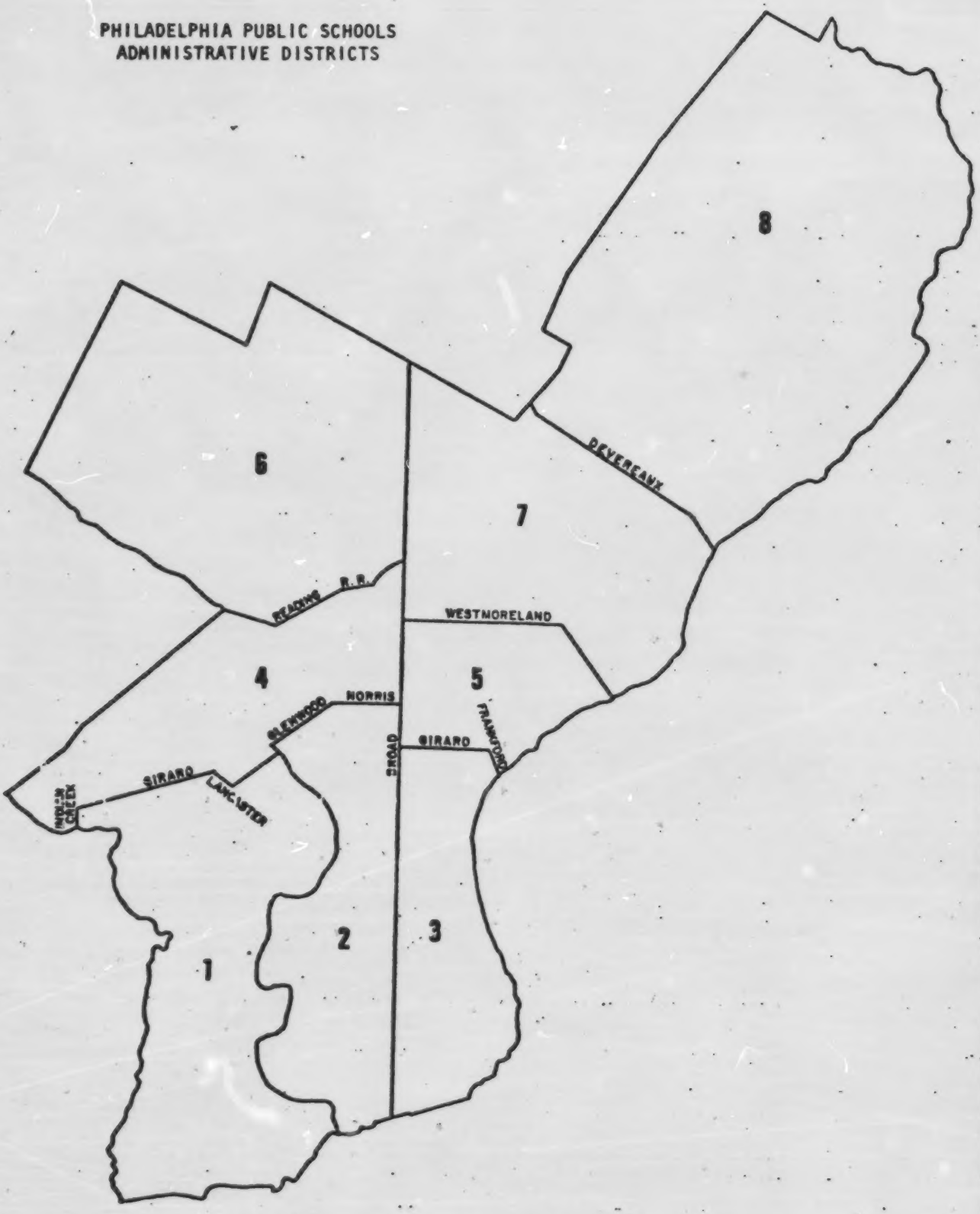
The best test is no good, unless it is used properly by individuals fully aware of the fact that tests are but samples of behavior, subject to sampling errors, and that, therefore, a test score is not an absolute, unchanging truth. It is but an estimate, predictions based on it are but estimates, and inferences drawn should be made with caution.

. *If there are so many cautions in the interpretation and use of test data, why should educators even consider them?*

The kind of information provided by good achievement tests cannot be ignored by conscientious educators seeking all possible information about pupils before making important decisions. When used in broader applications, that is, in drawing conclusions over time about groups of pupils, test results must be used with caution and understanding. Results may serve, for example, as a partial basis for evaluating the effectiveness of instruction.

. *After considering the discussion about the City-Wide Testing Program, what conclusions should be drawn?*

The use of nationally-normed standardized achievement tests in the schools of Philadelphia is a highly desirable practice. In view of the cautions expressed with respect to the interpretation of test results and the use of national norms, although they remain limited indicators of the quality of education, standardized test results are still a very valuable kind of educational data. The scores provide for more objective and dependable estimates of pupil performance than other subjective estimates. As evaluative instruments, the tests have been scientifically constructed to assure reliability and validity. With proper interpretation, tests provide irreplaceable information concerning definite areas of pupil achievement.


PHILADELPHIA PUBLIC SCHOOLS
ADMINISTRATIVE DISTRICTS
8
6
7
DEVEREAUX
READING R.R.
WESTMORELAND
4
5
NORRIS
ELKINWOOD
FRANKFORD
GIRARD
BROAD
SIRARD
LANCASTER
INDIAN CREEK
1
2
3

1978-79 PHILADELPHIA CITY-WIDE TESTING PROGRAM

FEBRUARY 1979 ACHIEVEMENT TESTING PROGRAM

Report Summary

Basic skills achievement test results of pupils in the Philadelphia public schools for February 1979 sustained the high levels of performance reached in relation to results for the previous test administrations in 1978, 1977, 1976, 1975, and 1974.

Two indices for the comparison of results for the six successive test administrations which especially reflect the impact of School District instructional program emphases are the percentage of pupils scoring at or above the national median (national fiftieth percentile), and the percentage of pupils scoring below the national sixteenth percentile, a performance range indicating relatively low achievement.

In grade-by-grade analyses for the six test administrations, the February 1979 results show:

1. For the total battery for nine grades, kindergarten through grade eight, five grades equalled or exceeded the highest percentage of pupils scoring at or above the national median.

Grade	1979	1978	1977	1976	1975	1974
Kindergarten	68	70	70	68	67	54
Year 1	59	60	59	57	54	56
Year 2	58	58	57	57	55	44
Year 3	48	49	46	44	41	38
Grade 4	43	44	41	38	37	31
Grade 5	38	37	36	35	36	31
Grade 6	36	36	35	35	34	29
Grade 7	34	33	33	30	31	26
Grade 8	33	31	30	28	30	27

2. For the total battery for nine grades, kindergarten through grade eight, six grades equalled or reached the lowest percentage of pupils scoring below the national sixteenth percentile.

Grade	1979	1978	1977	1976	1975	1974
Kindergarten	8	7	6	8	8	15
Year 1	8	8	8	9	11	11
Year 2	10	10	11	11	13	21
Year 3	16	15	18	20	23	26
Grade 4	23	22	25	28	30	33
Grade 5	24	25	27	29	28	33
Grade 6	22	22	24	25	27	30
Grade 7	28	28	30	33	33	37
Grade 8	26	28	30	33	31	34

3. For reading, in six grades the percentages of pupils scoring at or above the national median equalled or exceeded the previous highest percentages.

Grade	1	2	3	4	5	6	7	8	9	10	11	12
1979	59	60	43	42	34	33	31	31	33	31	25	28
1978	60	59	45	41	33	34	31	32	33	28	25	28
1977	59	59	42	40	32	34	31	30	31	27	23	29
1976	59	59	41	38	33	33	29	30	32	27	25	31
1975	59	59	38	39	33	33	31	32	32	26	28	33
1974	56	42	37	34	29	29	26	28	27	25	28	29

4. In mathematics five grades equalled or exceeded the highest percentages of pupils performing at or above the national median in previous years.

Grade	1	2	3	4	5	6	7	8
1979	60	58	53	36	37	34	28	28
1978	61	59	53	36	38	34	28	25
1977	59	56	50	33	36	34	27	25
1976	57	55	48	32	35	32	26	23
1975	55	54	45	32	35	32	25	24
1974	57	45	39	30	30	29	20	21

5. In language skills, three grades equalled or exceeded the highest percentages of pupils performing at or above the national median.

Grade	1	2	3	4	5	6	7	8
1979	55	58	48	51	44	45	43	42
1978	57	59	51	52	44	45	44	41
1977	55	58	48	48	42	44	42	39
1976	55	58	44	46	41	43	39	37
1975	52	56	42	42	41	41	37	35
1974	53	44	36	34	36	33	28	30

6. In the performance range below the national sixteenth percentile for reading, ten of the twelve grades equalled or attained the lowest level of the six test administrations and for mathematics seven out of eight grades equalled or attained the lowest percentages for the six test administrations. In language, the 1979 levels were comparable to the best levels which were reached in 1978.

In reading the percentages of pupils scoring below the 16th percentile are:

Grade	1	2	3	4	5	6	7	8	9	10	11	12
1979	8	8	17	18	23	21	26	24	24	30	37	35
1978	8	9	16	18	24	21	25	24	25	32	37	36
1977	8	9	18	19	26	22	26	28	28	36	41	36
1976	9	9	20	21	27	24	29	29	29	37	41	36
1975	8	10	21	22	27	25	29	28	30	38	39	34
1974	11	18	23	24	31	29	35	32	34	41	40	36

In mathematics the percentage of pupils scoring below the 16th percentile are:

Grade	1	2	3	4	5	6	7	8
1979	9	10	15	25	23	25	33	31
1978	9	9	15	25	23	26	33	34
1977	10	11	18	30	26	27	36	37
1976	10	11	20	31	28	29	38	39
1975	11	13	23	33	28	30	39	37
1974	13	20	26	37	33	33	41	41

In language the percentages of pupils scoring below the 16th percentile are:

Grade	1	2	3	4	5	6	7	8
1979	10	12	17	16	22	18	22	21
1978	9	11	16	16	20	17	21	22
1977	10	12	18	18	23	20	23	24
1976	10	12	21	21	25	20	25	26
1975	12	14	23	24	25	23	28	27
1974	14	21	28	28	30	27	33	30

In the California Achievement Tests, for all grades combined, the percentages of pupils scoring at or above the national 50th percentile for 1979 for reading and mathematics exceeded the previous highest percentages in these test areas. For language and the total battery, the 1979 percentages are the second highest of the six test administrations.

Test Area		1979	1978	1977	1976	1975	1974
Reading	(Grades 1-12)	38	37	36	37	37	33
Mathematics	(Grades 1-8)	42	41	40	38	38	34
Language	(Grades 1-8)	48	49	47	45	43	37
Total Battery	(Grades 1-8)	43	44	42	41	39	36

The percentages of pupils scoring below the national 16th percentile for all grades combined in 1979 equalled or reached the lowest percentage in three of the test areas.

Test Area		1979	1978	1977	1976	1975	1974
Reading	(Grades 1-12)	22	23	25	25	26	29
Mathematics	(Grades 1-8)	21	22	24	26	27	31
Language	(Grades 1-8)	17	17	19	20	22	26
Total Battery	(Grades 1-8)	19	19	22	23	25	27

While the results for the lower grades continue their trend toward matching or exceeding national norm performance*, it is especially gratifying to note that the middle and upper grades in 1979 have generally reached their best levels of performance for the six years the current tests have been given. *(See pages 37 and 38.)

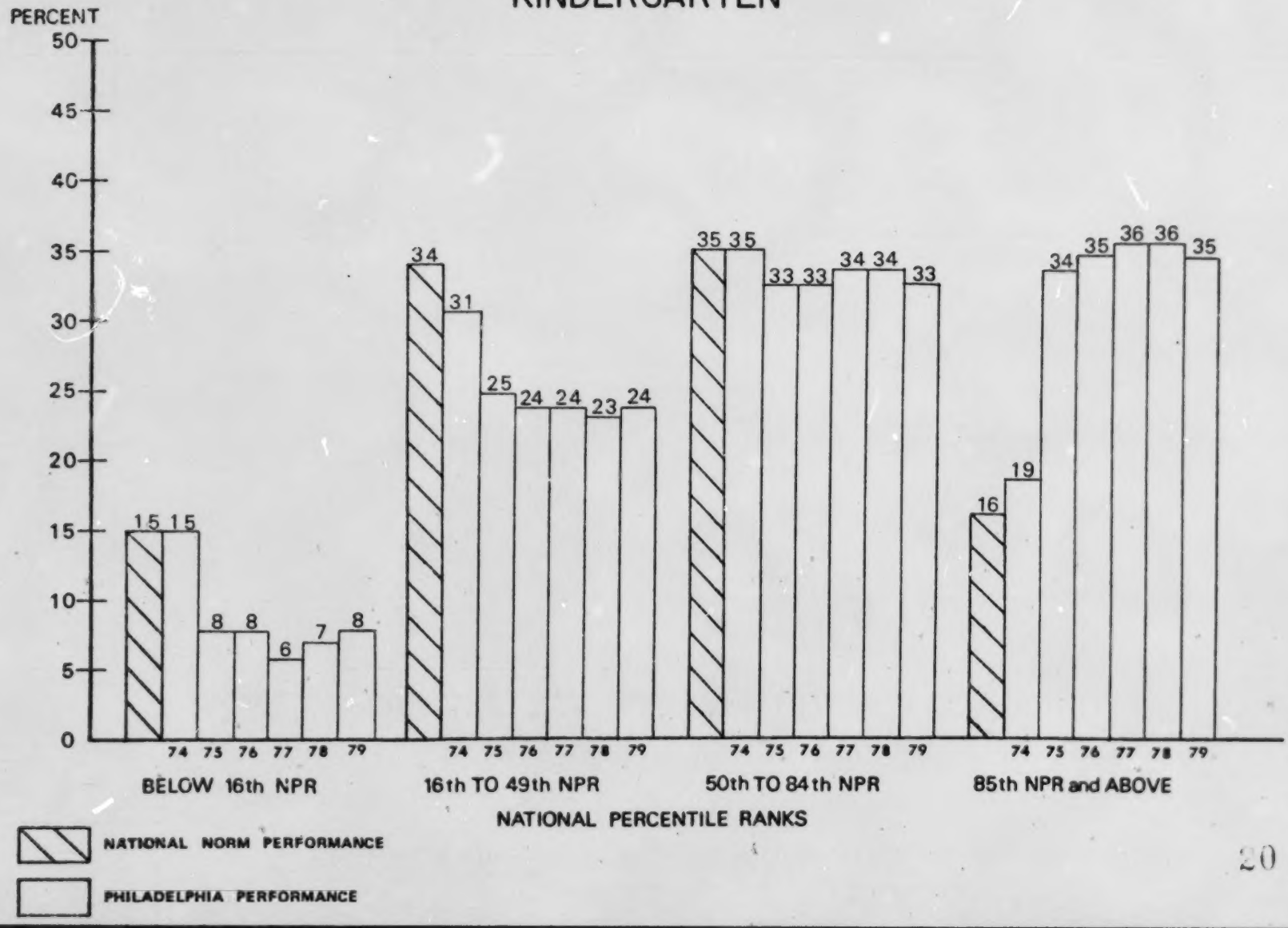
Another assessment of the degree to which progress has been made since 1974 in the achievement of basic skills as measured by the tests used in the Philadelphia City-Wide Testing is to examine the reduction in the numbers of low-performing pupils (those scoring below the national 16th percentile) and the increase in the numbers of pupils scoring at or above national norm average performance (the national 50th percentile).

After controlling for the reduction of the pupil population in the School District from 1974 to 1979 the following percentages were obtained:

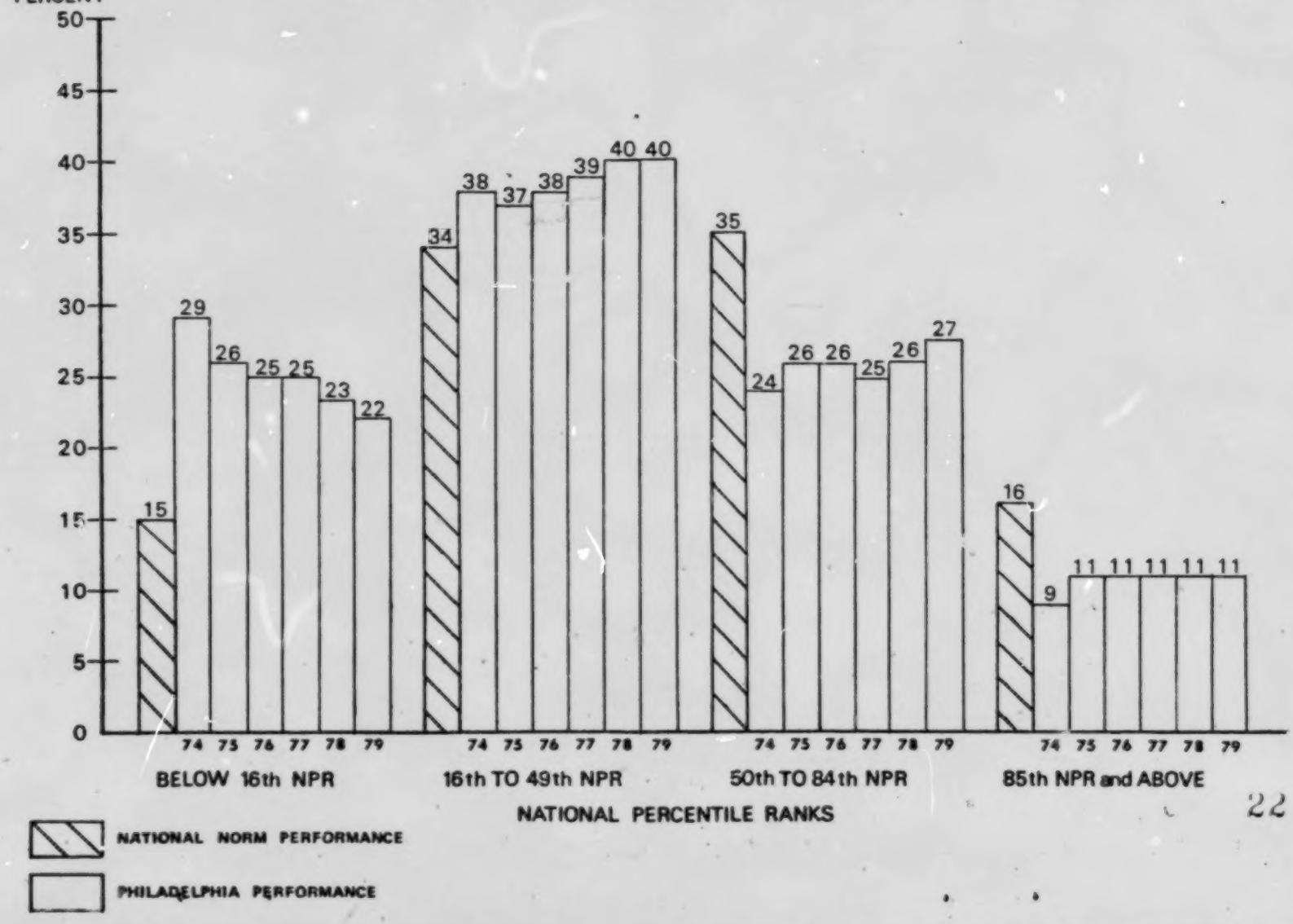
Grades	Test and Area	Percentage Reduction of Pupils Scoring Below the National 16th Percentile	Percentage Increase of Pupils Scoring At or Above the National 50th Percentile
Kindergarten	Stanford Early School Achievement Test - Total Battery	46.6	25.9
1-12 Combined	California Achievement Tests Reading Total	24.1	15.2
1-8 Combined	California Achievement Tests Mathematics Total	32.3	23.5
1-8 Combined	California Achievement Tests Language Total	34.6	29.7
1-8 Combined	California Achievement Tests Battery Total	29.6	22.2

The test results were based on 204,446 pupils (91.1% of the pupils enrolled) in February 1979 in kindergarten through grade twelve.

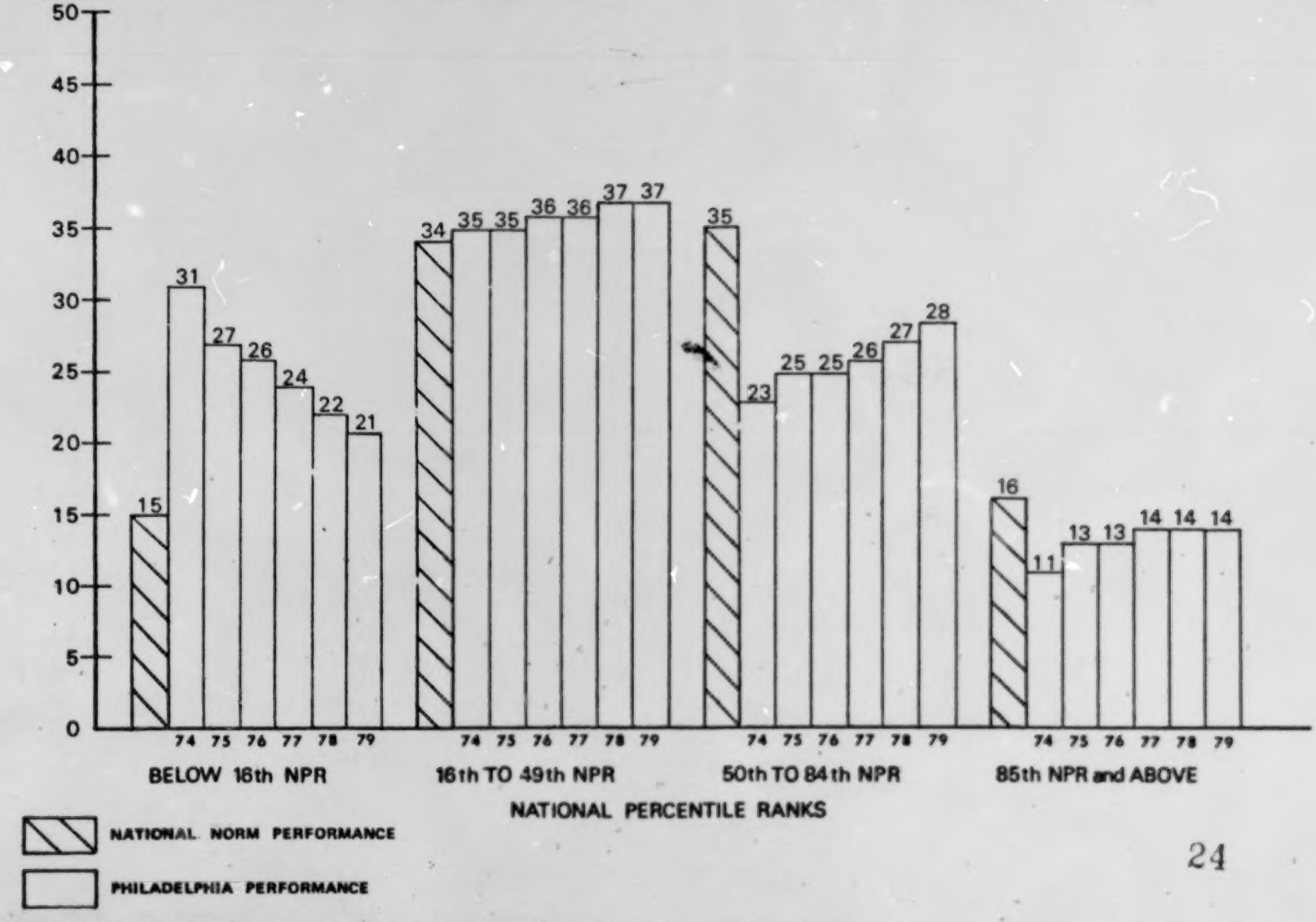
STANFORD EARLY SCHOOL ACHIEVEMENT TEST
TOTAL BATTERY
PHILADELPHIA VS NATIONAL PERFORMANCE
KINDERGARTEN



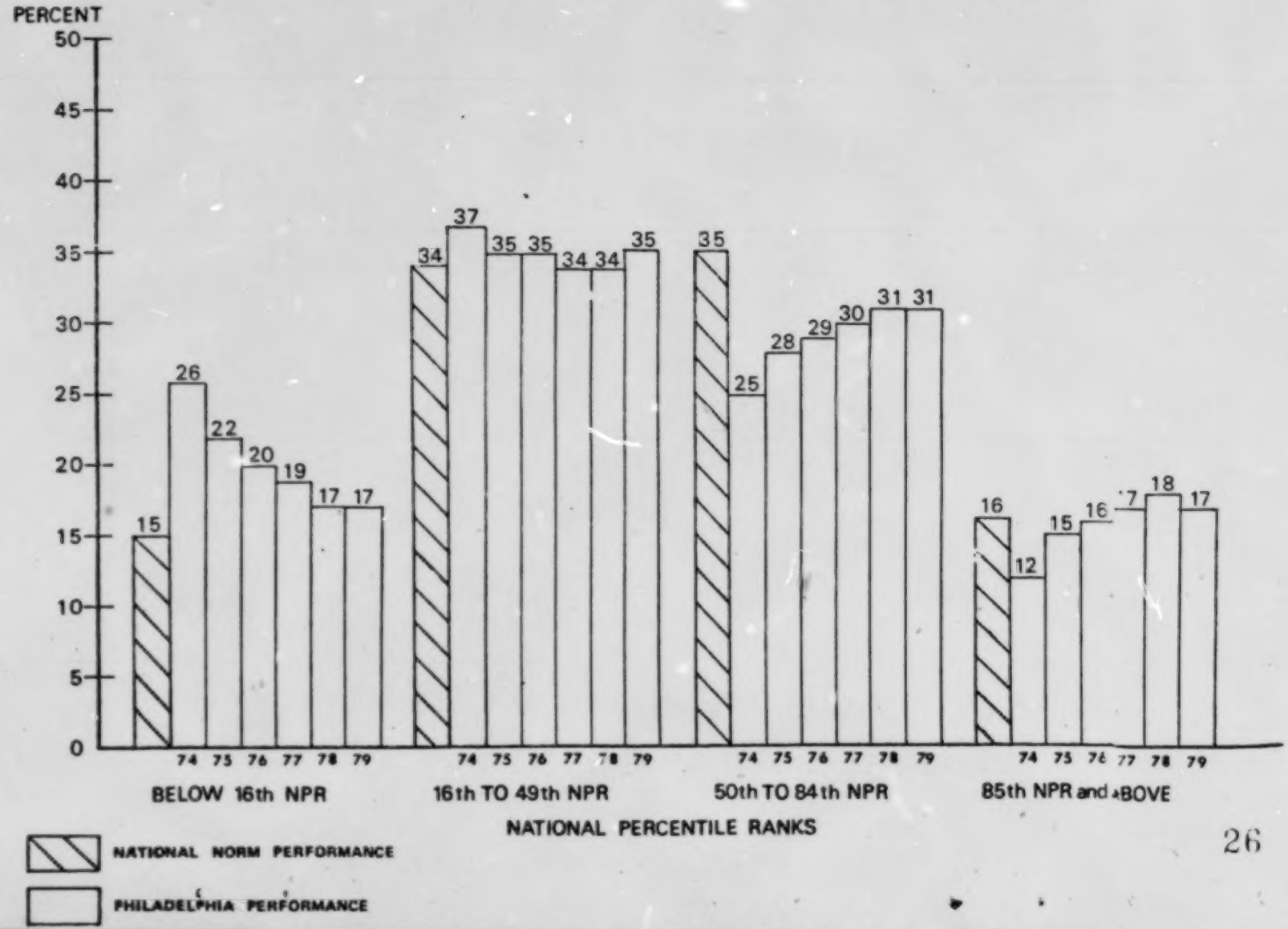
CALIFORNIA ACHIEVEMENT TESTS
READING TOTAL
PHILADELPHIA VS NATIONAL PERFORMANCE
YEAR ONE-GRADE TWELVE - ALL GRADES COMBINED



CALIFORNIA ACHIEVEMENT TESTS
MATHEMATICS TOTAL
PHILADELPHIA VS NATIONAL PERFORMANCE
YEAR ONE-GRADE EIGHT- ALL GRADES COMBINED

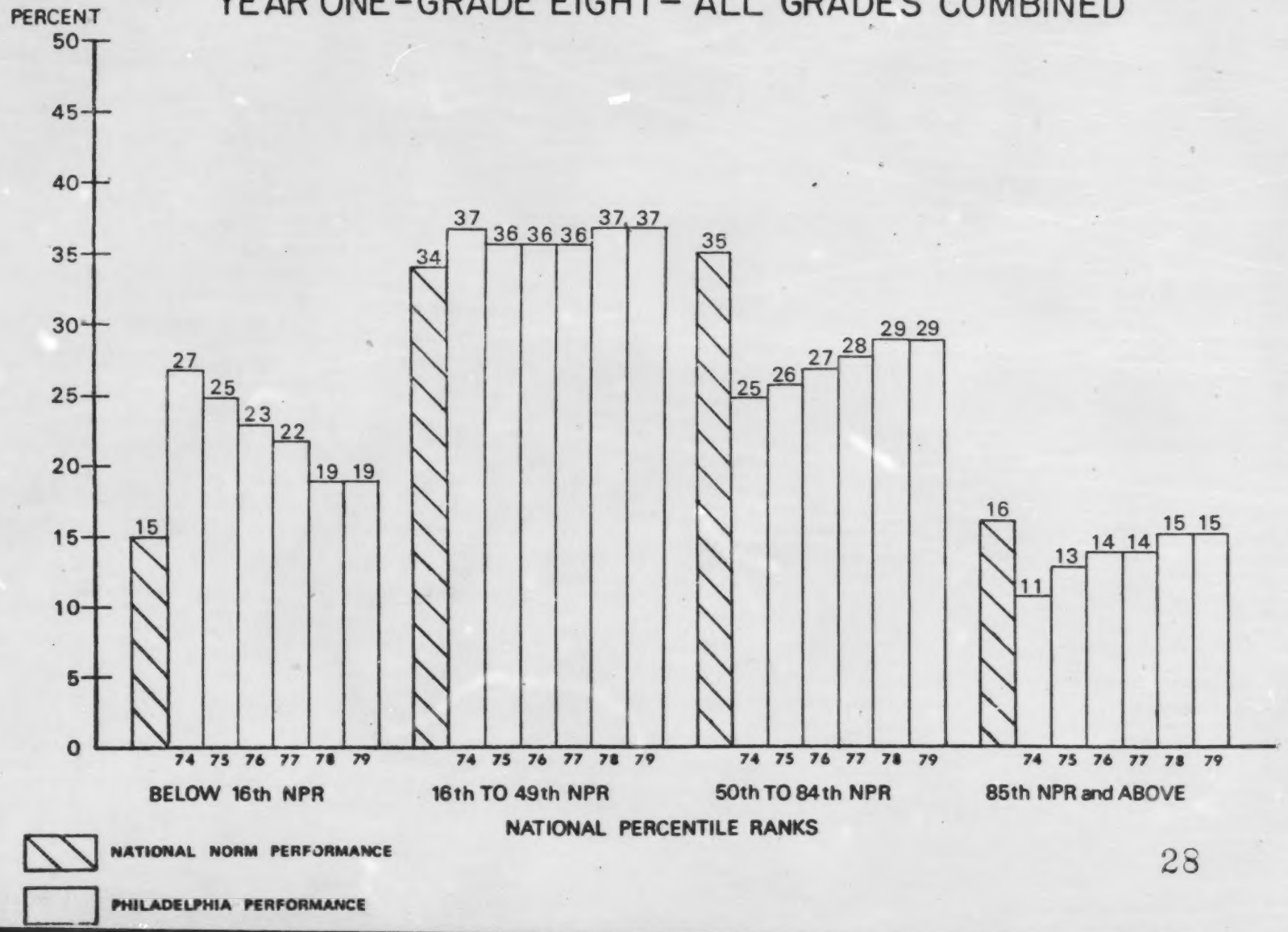


CALIFORNIA ACHIEVEMENT TESTS
LANGUAGE TOTAL
PHILADELPHIA VS NATIONAL PERFORMANCE
YEAR ONE-GRADE EIGHT- ALL GRADES COMBINED



25

CALIFORNIA ACHIEVEMENT TESTS
BATTERY TOTAL
PHILADELPHIA VS NATIONAL PERFORMANCE
YEAR ONE-GRADE EIGHT- ALL GRADES COMBINED



DESCRIPTION OF THE TESTS ADMINISTERED

STANFORD EARLY SCHOOL ACHIEVEMENT TEST

LEVEL I - KINDERGARTEN

Introduction *

The Stanford Early School Achievement Test, Level I (SESAT I), is designed to provide a measure of the child's cognitive abilities at various levels, as follows: upon entrance into kindergarten, at the end of kindergarten, or upon entrance into first grade. This period from beginning kindergarten through first grade is considered to be one of the most important developmental periods in the child's life.

SESAT I does not assume a prescribed kindergarten program, but it does take into consideration the new kindergarten trend toward greater attention to mental growth. The authors of SESAT offer assessment of the important part of the program related to cognitive development without in any way seeking to diminish the important objectives of all-around social growth and personal development of young children.

SESAT I aids in the assessment of the background of pupils upon entrance to school, and it helps to establish the baseline where instructional experiences in school may best begin. Children have a wide range and depth of knowledge at ages 4 and 5. Their knowledge upon entrance to school has been labeled "input" by some writers. This is an apt term which describes the contribution of the family, the home, the neighborhood, and, often, preschool experiences. Most knowledge at this age is learned spontaneously, but much is learned as a result of rather direct adult intervention.

SESAT I is not intended to be a "readiness test," except in the same sense that an achievement test at the end of kindergarten is a readiness test for Grade 1, and an achievement test at Grade 5 indicates probable Grade 6 achievement, and so on. Where weaknesses appear, strengthening experiences are indicated. SESAT results are to be built upon, not waited upon.

Content of Level I *

The test consists of four parts: The Environment, Mathematics, Letters and Sounds, and Aural Comprehension. Each of these parts is described. The test requires 90 minutes of testing in five testing sessions.

Part 1. The Environment (42 items) - The Environment items are taken almost equally from the social and the natural environments, social sciences, and natural sciences. Knowledge of the environment is absorbed by children from many sources, including parents, brothers and sisters, neighbors, trips, television, books, and contact with things. Through voluminous inner speech and overt talk, children organize a mental life that is well advanced upon entrance to school. Such knowledge should be defined and capitalized upon.

* From "Directions for Administering," Harcourt Brace Jovanovich, Inc.

Part 2. Mathematics (28 items) - Preschool mathematics consists of concepts in the following areas: conservation of number, space, and volume; counting; measurement; numeration, classification, simple operations; and occasionally algorithms. The emphasis in this set of items is upon concepts which can be learned from general experience rather than from direct intervention.

Part 3. Letters and Sounds (28 items) - The items in this section measure both the ability to recognize upper- and lower-case letters (14 items) and the auditory perception of beginning sounds (14 items). These abilities are the best single predictors of success in learning to read. The reasons for this may be that (1) pupils who have acquired the knowledge on their own have a propensity for reading, or (2) those who have been taught at home have a potential source of assistance that continues to serve them after they enter school.

Part 4. Aural Comprehension (28 items) - Items in aural comprehension require the abilities to pay attention to, organize, interpret, infer, and retain what has been heard. This part requires the highest level of thinking of any of the four parts. Most of the items involve some degree of interpretation; all require attention. This set of items is not merely a "spoken reading comprehension" test; it involves a carefully planned set of experiences that range from mere recall to adaptations of aspects of logic.

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

LEVELS 1-5 - YEAR ONE-GRADE TWELVE

Introduction

The California Achievement Tests (CAT), 1970 Edition were designed for the measurement, evaluation, and analysis of school achievement. The emphasis is upon content and objectives in the basic curricular areas of reading, mathematics, and language. The intended measurement is one of performance in these curricular areas.

The CAT is designed to measure the skill with which the student performs in curricular tasks which are basic to learning progress. Competent performance in reading, mathematics, and language is basic to all further academic endeavor.

The CAT generally measures:

- the ability to understand the meaning of the content material presented,
- the performance of the student in applying rules, facts, concepts, conventions, and principles of problem solving in the basic curricular material, and
- the level of performance of the student in using the tools of reading, mathematics, and language in progressively more difficult situations.

The descriptions of the tests are from the "Examiner's Manual" for each level published by CTB/McGraw-Hill.

The tests are administered as follows:

Years One and Two	- Level 1
Year Three and Grade Four	- Level 2
Grades Five and Six	- Level 3
Grades Seven, Eight, Nine and Ten	- Level 4
Grades Eleven and Twelve	- Level 5

LEVEL 1 - YEARS 1 AND 2

Test Administration

Testing Time - 114 minutes

Number of Testing Sessions - S

Content of Level 1

READING Vocabulary

Word Skills

This section contains seven parts. The first part consists of 10 items which test recognition of the objects which words represent. For each item, the examiner reads a short sentence, and the student chooses one picture out of four which illustrates a word in the sentence.

The second part is a 10-item test which measures the student's ability to discriminate sounds and identify beginning letters of words. For each item, the student hears a word and then decides which of four letters stands for the sound that begins the word.

The third part is the same as the preceding test except that it measures the student's ability to identify the letters which end the words read aloud.

The 15 items in the fourth part are designed to test how well a student is able to recognize letters. Each item contains a key letter and a group of four letters. The student chooses the one letter out of the group that is the same as the key letter. Some items have only small letters; others have only capital letters. There are also items which have the key letter as either a capital or a small letter and the following group of letters as the reverse.

The fifth part consists of 10 pairs of words each followed by the letters S and D. In some pairs, the same words are presented, one in capital letters and the other in small letters. In other pairs, the two words actually differ in spelling and meaning although the visual difference is only slight (e.g., went/want). For each item the student blacks out the S if he decides the words are the same word and the D if they are different words.

The next part is composed of 10 items each containing a picture followed by four words which look alike and/or sound similar. The student is asked to decide in each item which word is the correct symbol for the picture.

Twelve items of four words each comprise the last part. For each item, the examiner reads a word, and the student chooses the identical word in written form.

Words in Context

This section contains 15 items each consisting of a stem word in context and a list of four alternative words. The student's task is to choose the alternative that has the best meaning for the boldfaced word in the stem.

READING Comprehension

This section presents four brief stories of increasing length and difficulty. Each story is followed by six multiple-choice items designed to measure the student's understanding and evaluation of the written material. To enhance the student's interest, the sample story is illustrated.

MATHEMATICS Concepts & Problems

Concepts

This section contains 32 items which measure the student's understanding and use of mathematics concepts in a variety of contexts. Among the basic concepts presented are those which involve signs and symbols, various forms of measurement, sequence, money, time, geometry, and place values. The examiner reads the items aloud as the students follow along silently.

Problems

This 15-item test is designed to measure the student's ability to comprehend and correctly answer a variety of word problems involving basic one-step and two-step operations. These problems require both an understanding of fundamental concepts and an ability to perform basic computations. To aid the students, number reminders are printed after each problem. As in Concepts, the examiner reads the problems aloud.

MATHEMATICS Computation

The student's ability to add and subtract both one-digit and two-digit numbers is tested in this section. Fourteen addition and fourteen subtraction problems are presented in a vertical format, while the remaining six addition and six subtraction problems are presented horizontally.

LANGUAGE Auding

This section measures in two ways the student's ability to comprehend, evaluate, and use what he hears. First, the examiner reads two stories. The student is asked to answer five questions about these stories by choosing appropriate pictures. For the remaining 10 items the student is given a series of instructions to mark three groups of pictures and words in certain ways. The students are not allowed to work in the booklet while the stories and instructions are being read.

LANGUAGE Mechanics

Capitalization

This test consists of 24 sentences. The student's task is to identify which word in each sentence needs capitalization either because of its inherent nature (e.g., proper nouns) or because of its context (e.g., the first word in a sentence).

Punctuation

In this 14-item test the student is first asked to choose whether a comma, period, or question mark is missing in a sentence. He is then asked to show where the missing mark should go. Both the choice of punctuation and placement must be correct in order for an item to receive credit.

LANGUAGE Usage and Structure

Each of the 20 items in this section includes a sentence which has a word or words missing and a group of four possible inserts. For each item, the student must decide which of the four words or pair of words correctly fits in the sentence. The student's ability to understand and handle problems of tense, number, case, and standard English usage are tested in this manner.

LANGUAGE Spelling

This last section contains 20 multiple-choice items. The student is asked to determine which word, if any, out of a group of five words is misspelled. Common spelling errors such as silent letters, omissions, and vowel substitutions are tested.

LEVEL 2 - YEAR 3 AND GRADE 4

Test Administration

Testing Time - 123 minutes

Number of Testing Sessions - Six

Content of Level 2

READING Vocabulary

This section contains two parts: Word Skills and Words in Context.

Word Skills

The first part contains 20 items of four words each. In some items, the words are printed in capital letters, and, in others, the words are in small letters. For each item, the examiner reads a word, and the student chooses the identical word in written form.

Words in Context

The second part is also a 20-item test. Each item consists of a stem word in context and a list of four alternative words. The student's task is to choose the alternative that has the best meaning for the boldfaced word in the stem.

READING Comprehension

This section comprises 45 items divided into three problem areas. The first five items are designed to measure the student's ability to put words in alphabetical order. The second group of five items concerns the student's ability to use a table of contents and an index. The last 35 multiple-choice items test the student's comprehension and evaluation of five brief stories which are arranged in an order of increasing length and difficulty. To enhance the student's interest, some of the stories are illustrated.

MATHEMATICS Concepts & Problems

Concepts

This section contains 30 items which measure the student's understanding and use of mathematics concepts in a variety of contexts. Among the basic concepts presented are those which involve signs and symbols, various forms of measurement, sequences, money, time, geometry, and place values. The examiner reads the items aloud as the students follow along silently.

Problems

This 15-item test is designed to measure the student's ability to comprehend and correctly answer a variety of word problems ranging from those which involve basic one-step operations to those which involve two- and three-step operations. These problems require both an understanding of fundamental concepts and an ability to perform basic computations.

MATHEMATICS Computation

The student's ability to add, subtract, multiply, and divide whole numbers is tested in this section. The problems, which include both one-digit and two-digit numbers, are arranged in an order of increasing difficulty within each basic operation.

LANGUAGE Mechanics

Capitalization

This test consists of 23 sentences and a letter of seven items. The student's task is to identify within the individual sentences and the continuous text those words which need capitalization either because of their inherent nature (e.g., proper nouns) or because of their context (e.g., the first word in a sentence).

Punctuation

The student's ability to punctuate both individual sentences and a continuous letter is measured by this 36-item test. The student is first

asked to choose which one of five punctuation marks is missing in each item. He is then asked to show where the missing mark should go. Both the choice of punctuation and placement must be correct in order for an item to receive credit.

LANGUAGE Usage and Structure

Each of the 25 items in this section includes a sentence with a missing word and a group of four possible inserts. For each item, the student must decide which of the four words or pair of words correctly fits in the sentence. The student's ability to understand and handle problems of tense, number, case, and standard English usage are tested in this manner.

LANGUAGE Spelling

This section contains 25 multiple-choice items. The student is asked to determine which word, if any, out of a group of five words is misspelled. Common spelling errors such as silent letters, omissions and vowel substitutions are tested.

LEVEL 3 - GRADES 5 AND 6

Test Administration

Testing Time - 152 minutes

Number of Testing Sessions - Six

Content of Level 3

READING Vocabulary

This section contains 40 items each consisting of a stem word in context and a list of four alternative words. The student's task is to choose the alternative that has the best meaning for the boldfaced word in the stem.

READING Comprehension

This section presents two reference skill problems and four reading passages which typify material found in students' science, social studies, mathematics, and general reading texts. The student's comprehension of each of these selections is measured through 42 items which test relationships, inferences, recall of facts, and identification of main ideas.

MATHEMATICS Computation

Computation (whole numbers)

The student's ability to add, subtract, multiply, and divide whole numbers is tested in this section. For each basic operation there are 12 items which involve working with denominate numbers as well as with non-denominate numbers.

Fractions

Fractions are presented separately at this level to minimize possible confusion and concern on the part of younger students. The 20 items test all four operations using fractions, with mixed and with whole numbers.

MATHEMATICS Concepts and Problems

Concepts

This section contains 25 items which measure the student's understanding and use of mathematics concepts in a variety of contexts. Among the basic concepts presented are those which involve signs and symbols, various forms of measurement, number systems, money, geometry, and place values.

Problems

This 15-item test is designed to measure the student's ability to comprehend and correctly answer a variety of word problems ranging from those which involve basic one-step operations to those which involve percentages and averages. These problems require both an understanding of fundamental concepts and an ability to perform basic computations.

LANGUAGE Mechanics

Capitalization

This test consists of a story with 38 items. The student's task is to identify within the continuous text material those words which need capitalization either because of their inherent nature (e.g., proper nouns) or because of their context (e.g., the first word in a sentence).

Punctuation I and II

The student's ability to punctuate continuous text is measured in two parts. Part I, a 30-item letter, requires the student to identify for each item which one of five punctuation marks, if any, is missing. Part II, a 12-item story, requires not only this, but also that the student indicate where a missing mark should go. For the second part, both the choice of punctuation and placement must be correct in order to receive credit for an item.

LANGUAGE Usage and Structure

This section consists of 41 items which are divided into four parts. The first part contains 24 true-false items which measure the student's ability to discriminate standard English (i.e., that which is taught in schools and is current, national, and reputable) from non-standard English. The second group of five items test the student's knowledge of complete versus incomplete sentence structure. Six more items measure the student's understanding of the relationships

of structural and semantic meaning among kinds of sentences through his ability to transform one kind to another. Among the transformation problems presented are changing a positive statement to a negative one and forming a question out of a statement. The last seven items evaluate the student's knowledge of sentence elements and their functions.

LANGUAGE Spelling

This last section contains 32 multiple-choice items. The student is asked to determine which word, if any, out of a group of four words is misspelled. Common spelling errors such as ie-ei reversals, silent letters, omissions, and vowel substitutions are tested.

* LEVEL 4 - GRADES 7, 8, 9, AND 10

Test Administration

Testing Time - Complete Battery - 144 minutes — Number of Testing Sessions - Six
Reading Tests - 50 minutes — Number of Testing Sessions - Two

Content of Level 4

READING Vocabulary

This section contains 40 items each consisting of a stem word in context and a list of four alternative words. The student's task is to choose the alternative that has the best meaning for the boldfaced word in the stem.

READING Comprehension

This section presents two reference skill problems and four reading passages which typify material found in students' science, social studies, mathematics, and general reading texts. The students' comprehension of each of these selections is measured through 45 items which test relationships, inferences, recall of facts, and identification of main ideas.

MATHEMATICS Computation

The student's ability to add, subtract, multiply, and divide whole numbers and fractions is tested in this section. For each basic operation there are 12 items which involve working with denominate numbers as well as with non-denominate numbers.

MATHEMATICS Concepts and Problems

Concepts

This section contains 35 items which measure the student's understanding and use of mathematics concepts in a variety of contexts. Among the basic concepts presented are those which involve signs and symbols, various forms of measurement, number systems, money, geometry, and place values.

* Grades 7 and 8 Complete Battery
Grades 9 and 10 Reading Tests Only

Problems

This 15-item test is designed to measure the student's ability to comprehend and correctly answer a variety of word problems ranging from those which involve basic one-step operations to those which involve percentages and averages. These problems require both an understanding of fundamental concepts and an ability to perform basic computations.

LANGUAGE Mechanics

Capitalization

This test consists of two stories and some sentences with 40 items. The student's task is to identify those words which need capitalization either because of their inherent nature (e.g., proper nouns) or because of their context (e.g., the first word in a sentence). The student is also asked to recognize those items which need no capitalization.

Punctuation II

The student's ability to punctuate continuous text is measured in this 32-item test. First the student is required to identify for each item which one of five punctuation marks, if any, is missing. He is then required to indicate where a missing mark should go. Both the choice of punctuation and placement must be correct in order to receive credit for an item.

LANGUAGE Usage and Structure

This section consists of 50 items which are divided into four parts. The first part contains 28 true-false items which measure the student's ability to discriminate standard English (i.e., that which is taught in schools and is current, national, and reputable) from non-standard English. The following six items test the student's understanding of the relationships of structural and semantic meaning among kinds of sentences through his ability to transform one kind to another. Among the transformation problems presented are those which involve changing a positive statement to a negative one and forming a question or exclamatory statement from a declarative statement. Six additional items measure the student's knowledge of different types of sentences (e.g., simple or complex) plus his ability to differentiate between complete and incomplete sentence structure. The last 10 items evaluate the student's knowledge of sentence elements and their functions.

LANGUAGE Spelling

This last section contains 32 multiple-choice items. The student is asked to determine which word, if any, out of a group of four words is misspelled. Common spelling errors such as ie-ei reversals, silent letters, omissions and vowel substitutions are tested.

LEVEL 5 - GRADES 11 AND 12

Test Administration

Testing Time - 50 minutes

Number of Testing Sessions - Two

Content of Level 5
Reading Tests

READING Vocabulary

This section contains 40 items each consisting of a stem word in context and a list of four alternative words. The student's task is to choose the alternative that has the best meaning for the boldfaced word in the stem.

READING Comprehension

This section contains two parts. The first part consists of six items which are designed to measure the student's knowledge of reference information. Five reading passages which typify material found in students' science, social studies, mathematics, and general reading texts comprise the second part. The student's comprehension of each of these selections is measured through 39 items which test relationships, inferences, recall of facts, and identification of main ideas.

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Division of Testing Services

PHILADELPHIA CITY-WIDE TESTING PROGRAM

SUMMARY TABLES FOR THE FEBRUARY 1979 ADMINISTRATION

Explanation of the Tables

City Performance Distributions

This table shows the full range of pupil performance in the various test areas compared to national pupil norms provided by the test publishers.

For the Stanford Early School Achievement Test in kindergarten, results are given for each of the test areas and total battery score.

For the California Achievement Tests, total score results are given for each of the test areas. Each area total score is obtained from two or more subtests. Information about the subtest performance for the February 1979 administration as well as for the May 1974, February 1975, February 1976, February 1977 and February 1978 administrations is given in the comparison tables for all grades combined (year one-grade twelve except where noted).

For reference, the percentages for the national pupil norms are as follows:

Below the national 16th %ile	15
Between the national 16th to 49th %ile	34
Between the national 50th to 84th %ile	35
National 85th %ile or above	16
Total	100

City Summary

This table reports the performance of the average pupil in Philadelphia in terms of national pupil norms. For example: A national percentile rank of 30 means that the average pupil does as well as or better than 30 percent of the pupils in the national pupil norm group data provided by the publisher.

This table also shows the percentage of pupils scoring at or above the national pupil norm median (the 50th national percentile rank).

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Division of Testing Services

1978-79 PHILADELPHIA CITY-WIDE TESTING PROGRAM
FEBRUARY 1979 ACHIEVEMENT TESTING PROGRAM

STANFORD EARLY SCHOOL ACHIEVEMENT TEST - LEVEL I

Kindergarten

City Performance Distributions

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Environment	12	30	37	21
Mathematics	11	21	37	31
Letters and Sounds	4	16	30	50
Aural Comprehension	10	29	39	22
Total	8	24	33	35
National Norm Performance All Tests	15	34	35	16

City Summary

Test Area	National Percentile Rank of Philadelphia Average	Percentage of Pupils Scoring at or above National 50th %ile
Environment	50	58
Mathematics	64	68
Letters and Sounds	80	80
Aural Comprehension	58	61
Total	66	68

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Division of Testing Services

1978-79 PHILADELPHIA CITY-WIDE TESTING PROGRAM
FEBRUARY 1979 ACHIEVEMENT TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION - LEVEL I

Year One

City Performance Distributions

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Reading Total	8	33	37	22
Mathematics Total	9	31	37	23
Language Total	10	35	35	20
Battery Total	8	33	37	22
National Norm Performance All Tests	15	34	35	16

City Summary

Test Area	National Percentile Rank of Philadelphia Average	Percentage of Pupils Scoring at or above National 50th %ile
Reading Total	59	59
Mathematics Total	63	60
Language Total	60	55
Battery Total	61	59

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Division of Testing Services

1978-79 PHILADELPHIA CITY-WIDE TESTING PROGRAM
FEBRUARY 1979 ACHIEVEMENT TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION - LEVEL I

Year Two

City Performance Distributions

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Reading Total	8	32	42	18
Mathematics Total	9	33	36	22
Language Total	12	29	33	26
Battery Total	10	32	36	22
National Norm Performance All Tests	15	34	35	16

City Summary

Test Area	National Percentile Rank of Philadelphia Average	Percentage of Pupils Scoring at or above National 50th %ile
Reading Total	58	60
Mathematics Total	62	58
Language Total	60	59
Battery Total	60	58

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Division of Testing Services

1978-79 PHILADELPHIA CITY-WIDE TESTING PROGRAM
FEBRUARY 1979 ACHIEVEMENT TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION - LEVEL 2

Year Three

City Performance Distributions

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Reading Total	16	40	26	18
Mathematics Total	15	32	35	18
Language Total	17	34	29	20
Battery Total	15	36	29	20
National Norm Performance All Tests	15	34	35	16

City Summary

Test Area	National Percentile Rank of Philadelphia Average	Percentage of Pupils Scoring at or above National 50th %ile
Reading Total	49	44
Mathematics Total	53	53
Language Total	53	49
Battery Total	52	49

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Division of Testing Services

1978-79 PHILADELPHIA CITY-WIDE TESTING PROGRAM
FEBRUARY 1979 ACHIEVEMENT TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION - LEVEL 2

Grade Four

City Performance Distributions

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Reading Total	17	41	29	13
Mathematics Total	25	39	25	11
Language Total	16	32	34	18
Battery Total	22	35	29	14
National Norm Performance All Tests	15	34	35	16

City Summary

Test Area	National Percentile Rank of Philadelphia Average	Percentage of Pupils Scoring at or above National 50th %ile
Reading Total	43	42
Mathematics Total	34	36
Language Total	51	52
Battery Total	43	43

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Division of Testing Services

1978-79 PHILADELPHIA CITY-WIDE TESTING PROGRAM
FEBRUARY 1979 ACHIEVEMENT TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION - LEVEL 3

Grade Five

City Performance Distributions

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Reading Total	23	43	27	7
Mathematics Total	22	40	26	12
Language Total	21	34	31	14
Battery Total	23	38	28	11
National Norm Performance All Tests	15	34	35	16

City Summary

Test Area	National Percentile Rank of Philadelphia Average	Percentage of Pupils Scoring at or above National 50th %ile
Reading Total	35	34
Mathematics Total	41	38
Language Total	45	45
Battery Total	39	39

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Division of Testing Services

1978-79 PHILADELPHIA CITY-WIDE TESTING PROGRAM
FEBRUARY 1979 ACHIEVEMENT TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION - LEVEL 3

Grade Six

City Performance Distributions

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Reading Total	20	46	26	8
Mathematics Total	24	42	23	11
Language Total	17	38	30	15
Battery Total	22	42	25	11
National Norm Performance All Tests	15	34	35	16

City Summary

Test Area	National Percentile Rank of Philadelphia Average	Percentage of Pupils Scoring at or above National 50th %ile
Reading Total	36	34
Mathematics Total	38	34
Language Total	47	45
Battery Total	40	36

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Division of Testing Services

1978-79 PHILADELPHIA CITY-WIDE TESTING PROGRAM
FEBRUARY 1979 ACHIEVEMENT TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION - LEVEL 4

Grade Seven

City Performance Distributions

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	50th to 84th	Nat'l 85th %ile or Above
Reading Total	25	44	24	7
Mathematics Total	33	39	21	7
Language Total	22	35	31	12
Battery Total	28	38	26	8
National Norm Performance All Tests	15	34	35	16

City Summary

Test Area	National Percentile Rank of Philadelphia Average	Percentage of Pupils Scoring at or above National 50th %ile
Reading Total	34	31
Mathematics Total	31	28
Language Total	42	43
Battery Total	36	34

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Division of Testing Services

1978-79 PHILADELPHIA CITY-WIDE TESTING PROGRAM
FEBRUARY 1979 ACHIEVEMENT TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION - LEVEL 4

Grade Eight

City Performance Distributions

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nati'l 85th %ile or Above
Reading Total	24	45	22	9
Mathematics Total	31	41	21	7
Language Total	21	37	30	12
Battery Total	26	41	24	9
National Norm Performance All Tests	15	34	35	16

City Summary

Test Area	National Percentile Rank of Philadelphia Average	Percentage of Pupils Scoring at or above National 50th %ile
Reading Total	36	31
Mathematics Total	32	28
Language Total	43	42
Battery Total	36	33

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation
Division of Testing Services

1978-79 PHILADELPHIA CITY-WIDE TESTING PROGRAM
FEBRUARY 1979 ACHIEVEMENT TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION - READING

Grades Nine through Twelve

City Performance Distributions

READING Total		Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Grade 9	(Level 4)*	24	43	24	9
Grade 10	(Level 4)*	30	39	23	8
Grade 11	(Level 5)*	37	38	18	7
Grade 12	(Level 5)*	35	37	20	8
National Norm Performance All Grades		15	34	35	16

City Summary

READING Total	National Percentile Rank of Philadelphia Average	Percentage of Pupils Scoring at or above National 50th %ile
Grade 9	35	33
Grade 10	32	31
Grade 11	25	25
Grade 12	30	28

*Test level administered.

51

THE SCHOOL DISTRICT OF PHILADELPHIA
Office of Research and Evaluation

PHILADELPHIA CITY-WIDE TESTING PROGRAM

COMPARISON TABLES FOR MAY 1974, FEBRUARY 1975, FEBRUARY 1976, FEBRUARY 1977, FEBRUARY 1978 and FEBRUARY 1979 ADMINISTRATIONS

Explanation of the Tables

Performance Distributions

These distributions given first for the city and then followed by the distributions for each district show the full range of pupil performance in the various test areas compared to national pupil norms provided by the test publishers.

For the Stanford Early School Achievement Test in kindergarten, results are given for each of the test areas and the total battery score.

For the California Achievement Tests, results are given for each of the test areas, area total scores, and the total battery score. Each area total score is obtained from two or more subtests. The comparisons are given first for all grades combined and then followed by comparisons of each total score by grade level.

For reference, the percentages for the national pupil norm distribution are as follows:

Below the national 16th %ile - - - - - - - - - - - - -	15
Between the national 16th to 49th %ile - - - - - - - -	34
Between the national 50th to 84th %ile - - - - - - - -	35
National 85th %ile or above - - - - - - - - - - - - -	16
Total =	100

Please refer to the Preface (page ix) for a map showing the location of the eight administrative districts.

PHILADELPHIA CITY-WIDE TESTING PROGRAM

STANFORD EARLY SCHOOL ACHIEVEMENT TEST - LEVEL I

Comparison of City Performance Distributions

Kindergarten

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Environment				
May 1974	20	35	32	13
February 1975	12	30	36	22
February 1976	10	30	37	23
February 1977	10	31	38	21
February 1978	9	29	38	24
February 1979	12	30	37	21
Mathematics				
May 1974	18	31	33	18
February 1975	11	21	36	32
February 1976	10	21	36	33
February 1977	9	21	37	33
February 1978	9	21	37	33
February 1979	11	21	37	31
Letters and Sounds				
May 1974	7	28	34	31
February 1975	4	15	31	50
February 1976	3	15	31	51
February 1977	4	15	31	50
February 1978	3	16	31	50
February 1979	4	16	30	50
Aural Comprehension				
May 1974	16	31	39	14
February 1975	10	28	38	24
February 1976	9	26	40	25
February 1977	8	27	39	26
February 1978	8	27	40	25
February 1979	10	29	39	22
Total				
May 1974	15	31	35	19
February 1975	8	25	33	34
February 1976	8	24	33	35
February 1977	6	24	34	36
February 1978	7	23	34	36
February 1979	8	24	33	35
National Norm Performance All Tests	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of City Performance Distributions
City-Wide - All Grades Combined

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
READING Vocabulary (Grades 1-12)				
May 1974	29	38	24	9
February 1975	25	37	25	13
February 1976	26	37	25	12
February 1977	24	39	25	12
February 1978	23	39	26	12
February 1979	22	40	26	12
READING Comprehension (Grades 1-12)				
May 1974	29	36	25	10
February 1975	26	36	27	11
February 1976	25	37	27	11
February 1977	24	38	27	11
February 1978	22	39	28	11
February 1979	23	38	28	11
READING Total (Grades 1-12)				
May 1974	29	38	24	9
February 1975	26	37	26	11
February 1976	25	38	26	11
February 1977	25	39	25	11
February 1978	23	40	26	11
February 1979	22	40	27	11
MATHEMATICS Computation (Grades 1-8)				
May 1974	34	34	23	9
February 1975	29	35	24	12
February 1976	27	35	25	13
February 1977	25	36	26	13
February 1978	23	36	27	14
February 1979	22	36	28	14
MATHEMATICS Concepts & Problems (Grades 1-8)				
May 1974	25	36	26	13
February 1975	22	37	27	14
February 1976	22	36	28	14
February 1977	21	37	28	14
February 1978	19	38	29	14
February 1979	19	38	29	14
MATHEMATICS Total (Grades 1-8)				
May 1974	31	35	23	11
February 1975	27	35	25	13
February 1976	26	36	25	13
February 1977	24	36	26	14
February 1978	22	37	27	14
February 1979	21	37	28	14
National Norm Performance For All Tests	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of City Performance Distributions
City-Wide - All Grades Combined

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles: 16th to 49th	Between Nat'l %iles: 50th to 84th	Nat'l 85th %ile or Above
LANGUAGE Auding (Grades 1 & 2)				
May 1974	13	34	29	24
February 1975	12	34	32	22
February 1976	12	33	33	22
February 1977	12	33	32	23
February 1978	12	34	32	22
February 1979	12	35	32	21
LANGUAGE Mechanics (Grades 1-8)				
May 1974	24	36	27	13
February 1975	21	33	29	17
February 1976	19	33	30	18
February 1977	16	33	31	20
February 1978	16	32	31	21
February 1979	16	33	31	20
LANGUAGE Usage & Structure (Grades 1-8)				
May 1974	28	39	25	8
February 1975	23	40	26	11
February 1976	22	42	26	10
February 1977	21	41	27	11
February 1978	20	41	28	11
February 1979	20	42	28	10
LANGUAGE Total (Grades 1-8)				
May 1974	26	37	25	12
February 1975	22	35	28	15
February 1976	20	35	29	16
February 1977	19	34	30	17
February 1978	17	34	31	18
February 1979	17	35	31	17
LANGUAGE Spelling (Grades 1-8)				
May 1974	27	35	27	11
February 1975	26	33	29	12
February 1976	25	34	30	11
February 1977	24	34	30	12
February 1978	22	35	31	12
February 1979	22	35	31	12
BATTERY Total (Grades 1-8)				
May 1974	27	37	25	11
February 1975	25	36	26	13
February 1976	23	36	27	14
February 1977	22	36	28	14
February 1978	19	37	29	15
February 1979	19	37	29	15
National Norm Performance All Tests	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

City Performance Distributions - February 1979
City-Wide - All Grades Combined As Shown in Table

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
READING Vocabulary				
Grades 1-6	16	39	30	15
Grades 5-8	23	44	24	9
Grades 7-9	25	42	23	10
Grades 10-12	33	37	23	7
READING Comprehension				
Grades 1-6	17	35	34	14
Grades 5-8	24	42	27	7
Grades 7-9	26	43	23	8
Grades 10-12	30	40	23	7
READING Total				
Grades 1-6	16	39	31	14
Grades 5-8	23	44	25	8
Grades 7-9	25	43	24	8
Grades 10-12	34	38	21	7
MATHEMATICS Computation				
Grades 1-6	19	34	30	17
Grades 5-8	28	41	22	9
Grades 7-8	30	41	22	7
MATHEMATICS Concepts & Problems				
Grades 1-6	15	37	32	16
Grades 5-8	24	41	25	10
Grades 7-8	31	41	21	7
MATHEMATICS Total				
Grades 1-6	18	36	30	16
Grades 5-8	28	40	23	9
Grades 7-8	32	40	21	7
National Norm Performance For All Tests and All Grades	15	34	35	16

City Performance Distributions - February 1979 (Continued)
City-Wide - All Grades Combined As Shown in Table

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
LANGUAGE Auding				
Grades 1-2	13	35	32	20
LANGUAGE Mechanics				
Grades 1-6	14	32	32	22
Grades 5-8	21	33	30	16
Grades 7-8	22	33	29	16
LANGUAGE Usage & Structure				
Grades 1-6	20	40	29	11
Grades 5-8	21	43	27	9
Grades 7-8	19	45	27	9
LANGUAGE Total				
Grades 1-6	15	34	32	19
Grades 5-8	20	36	31	13
Grades 7-8	21	36	31	12
LANGUAGE Spelling				
Grades 1-6	20	33	34	13
Grades 5-8	26	39	26	9
Grades 7-8	29	40	23	8
BATTERY Total				
Grades 1-6	17	36	31	16
Grades 5-8	26	37	27	10
Grades 7-8	27	40	25	8
National Norm Performance For All Tests and All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of City Performance Distributions - READING TOTAL

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Year One				
May 1974	11	33	35	21
February 1975	8	33	36	23
February 1976	9	32	36	23
February 1977	8	33	36	23
February 1978	8	32	38	22
February 1979	8	33	37	22
Year Two				
May 1974	18	40	29	13
February 1975	10	31	41	18
February 1976	9	32	41	18
February 1977	9	32	40	19
February 1978	9	32	40	19
February 1979	8	32	42	18
Year Three				
May 1974	23	40	25	12
February 1975	21	41	23	15
February 1976	20	39	25	16
February 1977	18	40	25	17
February 1978	16	39	26	19
February 1979	17	40	26	18
Grade Four				
May 1974	24	42	26	8
February 1975	22	39	28	11
February 1976	21	41	27	11
February 1977	19	41	28	12
February 1978	18	41	29	12
February 1979	17	41	29	13
Grade Five				
May 1974	31	40	22	7
February 1975	27	40	25	8
February 1976	27	40	26	7
February 1977	26	42	25	7
February 1978	24	43	26	7
February 1979	23	43	27	7
Grade Six				
May 1974	29	42	22	7
February 1975	25	42	24	9
February 1976	24	43	25	8
February 1977	22	44	26	8
February 1978	21	45	27	7
February 1979	20	46	26	8
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of City Performance Distributions - READING TOTAL

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	35	39	19	7
February 1975	29	40	23	8
February 1976	29	42	22	7
February 1977	26	43	24	7
February 1978	25	44	24	7
February 1979	25	44	24	7
Grade Eight				
May 1974	32	40	21	7
February 1975	28	40	22	10
February 1976	29	41	21	9
February 1977	28	42	21	9
February 1978	24	44	23	9
February 1979	24	45	22	9
Grade Nine				
May 1974	34	39	20	7
February 1975	30	38	23	9
February 1976	29	39	23	9
February 1977	28	41	22	9
February 1978	25	42	24	9
February 1979	24	43	24	9
Grade Ten				
May 1974	41	34	19	6
February 1975	38	36	19	7
February 1976	37	36	19	8
February 1977	36	37	19	8
February 1978	32	40	20	8
February 1979	30	39	23	8
Grade Eleven				
May 1974	40	32	20	8
February 1975	39	33	20	8
February 1976	41	34	18	7
February 1977	41	36	17	6
February 1978	38	37	18	7
February 1979	37	38	18	7
Grade Twelve				
May 1974	36	35	20	9
February 1975	34	33	23	10
February 1976	36	33	22	9
February 1977	36	35	21	8
February 1978	36	36	20	8
February 1979	35	37	20	8
National Norm Performance				
All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of City Performance Distributions - MATHEMATICS TOTAL

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Year One				
May 1974	13	30	37	20
February 1975	11	34	35	20
February 1976	10	33	35	22
February 1977	10	31	37	22
February 1978	9	30	38	23
February 1979	9	31	37	23
Year Two				
May 1974	20	35	28	17
February 1975	13	33	32	22
February 1976	11	34	33	22
February 1977	11	33	33	23
February 1978	9	32	35	24
February 1979	9	33	36	22
Year Three				
May 1974	26	35	26	13
February 1975	23	32	30	15
February 1976	20	32	31	17
February 1977	18	32	33	17
February 1978	15	32	34	19
February 1979	15	32	35	18
Grade Four				
May 1974	37	33	25	5
February 1975	33	35	21	11
February 1976	31	37	21	11
February 1977	30	37	22	11
February 1978	25	39	24	12
February 1979	25	39	25	11
Grade Five				
May 1974	33	37	19	11
February 1975	28	37	23	12
February 1976	28	37	23	12
February 1977	26	38	24	12
February 1978	23	39	25	13
February 1979	22	40	25	12
Grade Six				
May 1974	33	38	20	9
February 1975	30	38	21	11
February 1976	29	39	21	11
February 1977	27	39	22	12
February 1978	26	40	23	11
February 1979	24	42	23	11
National Norm Performance				
All Grades	15	34	35	16

60

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of City Performance Distributions - MATHEMATICS TOTAL

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	41	39	16	4
February 1975	39	36	19	6
February 1976	38	36	19	7
February 1977	36	37	20	7
February 1978	33	39	21	7
February 1979	33	39	21	7
Grade Eight				
May 1974	41	38	16	5
February 1975	37	39	18	6
February 1976	39	38	17	6
February 1977	37	38	19	6
February 1978	34	41	19	6
February 1979	31	41	21	7
National Norm Performance				
All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of City Performance Distributions - LANGUAGE TOTAL

Grade	Percentage of Pupils Scoring Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	50th to 84th	Nat'l 85th %ile or Abov
Year One				
May 1974	14	33	33	20
February 1975	12	36	33	19
February 1976	10	35	34	21
February 1977	10	35	34	21
February 1978	9	34	36	21
February 1979	10	35	35	20
Year Two				
May 1974	21	35	27	17
February 1975	14	30	32	24
February 1976	12	30	32	26
February 1977	12	30	32	26
February 1978	11	30	32	27
February 1979	12	29	33	26
Year Three				
May 1974	28	36	25	11
February 1975	23	35	26	16
February 1976	21	35	27	17
February 1977	18	34	28	20
February 1978	16	33	29	22
February 1979	17	34	29	20
Grade Four				
May 1974	28	38	25	9
February 1975	24	34	29	13
February 1976	21	33	31	15
February 1977	18	34	31	17
February 1978	16	32	33	19
February 1979	16	32	34	18
Grade Five				
May 1974	30	34	25	11
February 1975	25	34	28	13
February 1976	25	34	28	13
February 1977	23	35	29	13
February 1978	20	36	31	13
February 1979	21	34	31	14
Grade Six				
May 1974	27	40	23	10
February 1975	23	36	27	14
February 1976	20	37	29	14
February 1977	20	36	29	15
February 1978	17	38	30	15
February 1979	17	38	30	15
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of City Performance Distributions - LANGUAGE TOTAL

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	33	39	21	7
February 1975	28	35	27	10
February 1976	25	36	28	11
February 1977	23	35	30	12
February 1978	21	35	31	13
February 1979	22	35	31	12
Grade Eight				
May 1974	30	40	22	8
February 1975	27	38	25	10
February 1976	26	37	26	11
February 1977	24	37	27	12
February 1978	22	37	29	12
February 1979	21	37	30	12
National Norm Performance				
All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of City Performance Distributions - BATTERY TOTAL

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Year One				
May 1974	11	33	34	22
February 1975	11	35	34	20
February 1976	9	34	35	22
February 1977	8	33	36	23
February 1978	8	32	38	22
February 1979	8	33	37	22
Year Two				
May 1974	21	35	30	14
February 1975	13	32	34	21
February 1976	11	32	35	22
February 1977	11	32	34	23
February 1978	10	32	35	23
February 1979	10	32	36	22
Year Three				
May 1974	26	36	26	12
February 1975	23	36	25	16
February 1976	20	36	27	17
February 1977	18	36	27	19
February 1978	15	36	28	21
February 1979	15	36	29	20
Grade Four				
May 1974	33	36	23	8
February 1975	30	33	26	11
February 1976	28	34	26	12
February 1977	25	34	27	14
February 1978	22	34	29	15
February 1979	22	35	29	14
Grade Five				
May 1974	33	36	21	10
February 1975	28	36	25	11
February 1976	29	36	25	10
February 1977	27	37	26	10
February 1978	25	38	27	10
February 1979	23	38	28	11
Grade Six				
May 1974	30	41	21	8
February 1975	27	39	22	12
February 1976	25	40	24	11
February 1977	24	41	24	11
February 1978	22	42	25	11
February 1979	22	42	25	11
National Norm Performance All Grades	15	34	35	16

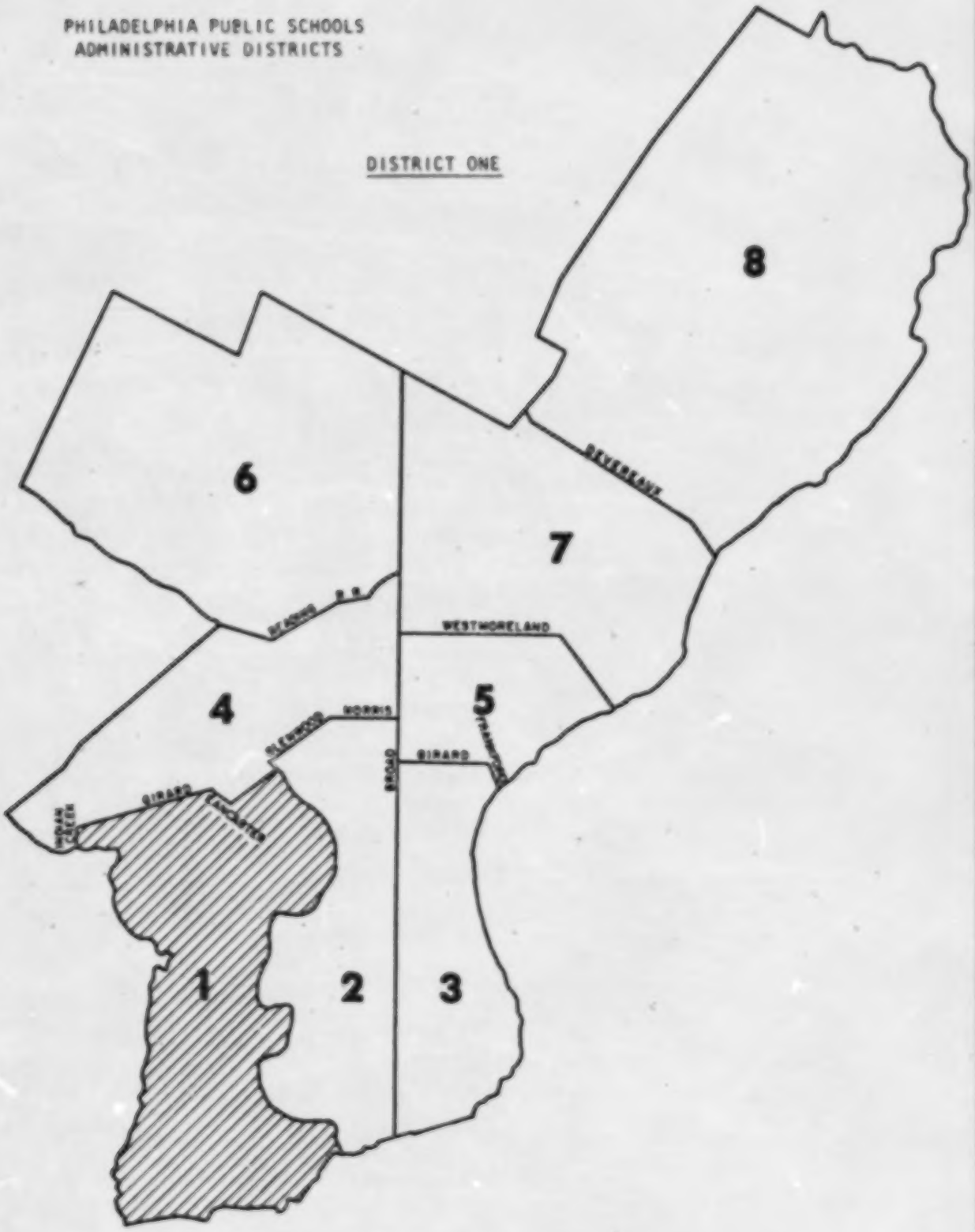
PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of City Performance Distributions - BATTERY TOTAL

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	37	37	20	6
February 1975	33	36	23	8
February 1976	33	37	22	8
February 1977	30	37	25	8
February 1978	28	39	25	8
February 1979	28	38	26	8
Grade Eight				
May 1974	34	39	20	7
February 1975	31	39	22	8
February 1976	33	39	21	7
February 1977	30	40	23	8
February 1978	28	41	23	8
February 1979	26	41	24	9
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA PUBLIC SCHOOLS
ADMINISTRATIVE DISTRICTS



PHILADELPHIA CITY-WIDE TESTING PROGRAM

STANFORD EARLY SCHOOL ACHIEVEMENT TEST - LEVEL I

Comparison of District Performance Distributions - Kindergarten

DISTRICT ONE

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Environment				
May 1974	24	37	27	12
February 1975	15	36	31	18
February 1976	12	32	36	20
February 1977	12	36	35	17
February 1978	12	33	34	21
February 1979	14	33	37	16
Mathematics				
May 1974	25	32	29	14
February 1975	14	26	36	24
February 1976	12	25	36	27
February 1977	11	25	37	27
February 1978	14	25	36	25
February 1979	13	23	38	26
Letters and Sounds				
May 1974	10	33	33	24
February 1975	5	19	34	42
February 1976	4	18	35	43
February 1977	4	18	35	43
February 1978	5	19	35	41
February 1979	6	19	32	43
Aural Comprehension				
May 1974	22	33	33	12
February 1975	13	34	35	18
February 1976	12	30	39	18
February 1977	11	32	39	18
February 1978	11	33	37	19
February 1979	12	31	38	19
Total				
May 1974	21	35	29	15
February 1975	11	30	33	26
February 1976	8	29	33	29
February 1977	8	30	34	28
February 1978	10	29	34	27
February 1979	10	27	35	28
National Norm Performance for All Tests	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions
District One - All Grades Combined

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
READING Vocabulary (Grades 1-12)				
May 1974	34	39	20	7
February 1975	29	39	21	11
February 1976	29	40	21	10
February 1977	27	41	22	10
February 1978	27	40	23	10
February 1979	26	43	22	9
READING Comprehension (Grades 1-12)				
May 1974	34	38	21	7
February 1975	30	38	24	8
February 1976	28	41	24	7
February 1977	27	42	24	7
February 1978	25	42	25	8
February 1979	26	42	24	8
READING Total (Grades 1-12)				
May 1974	34	39	20	7
February 1975	30	39	23	8
February 1976	28	41	23	8
February 1977	28	42	22	8
February 1978	26	42	24	8
February 1979	26	43	23	8
MATHEMATICS Computation (Grades 1-8)				
May 1974	40	35	19	6
February 1975	34	37	21	8
February 1976	32	37	22	9
February 1977	29	39	23	9
February 1978	27	39	24	10
February 1979	26	39	25	10
MATHEMATICS Concepts & Problems (Grades 1-8)				
May 1974	32	38	21	9
February 1975	25	39	26	10
February 1976	25	39	25	11
February 1977	24	40	26	10
February 1978	23	40	27	10
February 1979	22	41	27	10
MATHEMATICS TOTAL (Grades 1-8)				
May 1974	38	36	19	7
February 1975	31	37	23	9
February 1976	31	38	22	9
February 1977	29	39	23	9
February 1978	26	39	25	10
February 1979	25	40	25	10
National Norm Performance for All Tests	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions
District One - All Grades Combined

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
LANGUAGE Auding (Grades 1 & 2)				
May 1974	15	35	27	23
February 1975	11	33	33	23
February 1976	10	33	33	24
February 1977	10	31	32	27
February 1978	12	33	33	22
February 1979	13	34	31	22
LANGUAGE Mechanics (Grades 1-8)				
May 1974	29	38	24	9
February 1975	22	36	28	14
February 1976	19	35	31	15
February 1977	18	35	31	16
February 1978	16	34	32	18
February 1979	17	35	31	17
LANGUAGE Usage & Structure (Grades 1-8)				
May 1974	33	39	22	6
February 1975	26	42	24	8
February 1976	24	43	24	9
February 1977	23	43	25	9
February 1978	22	43	26	9
February 1979	22	43	27	8
LANGUAGE Total (Grades 1-8)				
May 1974	31	39	22	8
February 1975	23	38	27	12
February 1976	21	37	29	13
February 1977	19	37	30	14
February 1978	18	36	31	15
February 1979	18	37	31	14
LANGUAGE Spelling (Grades 1-8)				
May 1974	30	35	25	10
February 1975	28	33	28	11
February 1976	25	35	29	11
February 1977	24	35	30	11
February 1978	23	35	30	12
February 1979	23	36	30	11
BATTERY Total (Grades 1-8)				
May 1974	34	38	21	7
February 1975	27	38	25	10
February 1976	26	38	25	11
February 1977	24	39	26	11
February 1978	23	39	27	11
February 1979	22	40	27	11
National Norm Performance for All Tests	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - READING TOTAL

DISTRICT ONE

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Year One				
May 1974	14	32	32	22
February 1975	9	32	38	21
February 1976	9	35	34	22
February 1977	9	35	35	21
February 1978	8	33	38	21
February 1979	9	34	34	23
Year Two				
May 1974	16	41	31	12
February 1975	10	30	43	17
February 1976	8	31	44	17
February 1977	8	34	40	18
February 1978	9	31	41	19
February 1979	8	33	42	17
Year Three				
May 1974	25	41	25	9
February 1975	21	43	24	12
February 1976	19	43	25	13
February 1977	17	44	26	13
February 1978	19	40	26	15
February 1979	17	42	27	14
Grade Four				
May 1974	25	43	24	8
February 1975	22	45	25	8
February 1976	22	43	27	8
February 1977	21	42	27	10
February 1978	18	46	27	9
February 1979	20	44	27	9
Grade Five				
May 1974	33	41	20	6
February 1975	28	43	22	7
February 1976	26	44	25	5
February 1977	26	45	24	5
February 1978	27	44	24	5
February 1979	24	47	24	5
Grade Six				
May 1974	36	42	19	3
February 1975	28	46	21	5
February 1976	25	46	23	6
February 1977	22	49	25	4
February 1978	23	48	25	4
February 1979	22	49	24	5
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - READING TOTAL

DISTRICT ONE

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	42	40	15	3
February 1975	30	41	23	6
February 1976	33	46	17	4
February 1977	32	45	19	4
February 1978	27	48	21	4
February 1979	30	48	19	3
Grade Eight				
May 1974	38	40	17	5
February 1975	32	44	17	7
February 1976	32	45	17	6
February 1977	31	48	16	5
February 1978	27	47	20	6
February 1979	27	50	18	5
Grade Nine				
May 1974	44	38	15	3
February 1975	40	39	18	3
February 1976	35	47	16	2
February 1977	35	46	17	2
February 1978	32	48	18	2
February 1979	31	48	18	3
Grade Ten				
May 1974	54	35	10	1
February 1975	51	37	11	1
February 1976	49	37	13	1
February 1977	46	42	11	1
February 1978	44	42	12	2
February 1979	38	46	15	1
Grade Eleven				
May 1974	52	36	11	1
February 1975	58	33	8	1
February 1976	55	37	8	0
February 1977	54	37	8	1
February 1978	54	38	7	1
February 1979	53	38	8	1
Grade Twelve				
May 1974	48	39	11	2
February 1975	52	34	12	2
February 1976	54	33	12	1
February 1977	50	39	10	1
February 1978	50	37	12	1
February 1979	51	39	9	1
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - MATHEMATICS TOTAL

DISTRICT ONE

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Year One				
May 1974	15	33	36	16
February 1975	14	36	34	16
February 1976	13	36	34	17
February 1977	12	37	33	18
February 1978	11	33	36	20
February 1979	11	36	34	19
Year Two				
May 1974	22	36	28	14
February 1975	14	33	36	17
February 1976	12	37	33	18
February 1977	11	38	32	19
February 1978	11	34	36	19
February 1979	9	36	36	19
Year Three				
May 1974	31	39	22	8
February 1975	24	35	30	11
February 1976	20	35	33	12
February 1977	19	36	33	12
February 1978	19	37	31	13
February 1979	17	35	36	12
Grade Four				
May 1974	41	34	21	4
February 1975	38	38	17	7
February 1976	33	40	20	7
February 1977	32	40	20	8
February 1978	28	43	22	7
February 1979	30	41	21	8
Grade Five				
May 1974	39	38	16	7
February 1975	32	40	21	7
February 1976	31	41	20	8
February 1977	27	43	22	8
February 1978	26	43	22	9
February 1979	24	43	24	9
Grade Six				
May 1974	40	40	16	4
February 1975	36	40	19	5
February 1976	33	40	19	8
February 1977	31	43	20	6
February 1978	30	44	20	6
February 1979	28	44	22	6
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - MATHEMATICS TOTAL

DISTRICT ONE

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	55	34	9	2
February 1975	47	37	13	3
February 1976	51	35	12	2
February 1977	46	37	15	2
February 1978	45	39	14	2
February 1979	43	41	13	3
Grade Eight				
May 1974	55	36	8	1
February 1975	49	39	10	2
February 1976	50	38	10	2
February 1977	48	38	12	2
February 1978	40	41	16	3
February 1979	41	43	14	2
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - LANGUAGE TOTAL

DISTRICT ONE

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Year One				
May 1974	17	32	34	17
February 1975	12	34	36	18
February 1976	9	36	35	20
February 1977	10	36	34	20
February 1978	10	34	38	18
February 1979	10	36	35	19
Year Two				
May 1974	20	37	27	16
February 1975	12	31	34	23
February 1976	10	29	36	25
February 1977	11	31	33	25
February 1978	10	31	33	26
February 1979	10	32	33	25
Year Three				
May 1974	31	40	23	6
February 1975	22	35	27	16
February 1976	18	37	28	17
February 1977	16	38	28	18
February 1978	16	35	28	21
February 1979	16	35	31	18
Grade Four				
May 1974	29	42	22	7
February 1975	25	38	27	10
February 1976	20	34	33	13
February 1977	17	34	33	16
February 1978	15	34	33	18
February 1979	16	34	33	17
Grade Five				
May 1974	34	35	23	8
February 1975	27	38	24	11
February 1976	24	38	28	10
February 1977	25	36	29	10
February 1978	21	39	30	10
February 1979	22	38	30	10
Grade Six				
May 1974	33	42	20	5
February 1975	26	40	26	8
February 1976	23	41	26	10
February 1977	21	39	31	9
February 1978	20	41	29	10
February 1979	19	44	28	9
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - LANGUAGE TOTAL

DISTRICT ONE

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	42	41	14	3
February 1975	33	39	22	6
February 1976	29	41	24	6
February 1977	27	39	27	7
February 1978	26	37	29	8
February 1979	25	38	29	8
Grade Eight				
May 1974	40	42	15	3
February 1975	32	42	20	6
February 1976	31	40	23	6
February 1977	26	42	25	7
February 1978	23	41	28	8
February 1979	23	41	28	8
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - BATTERY TOTAL

DISTRICT ONE

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Year One				
May 1974	14	34	32	20
February 1975	12	36	34	18
February 1976	9	36	34	21
February 1977	10	36	35	19
February 1978	9	33	39	19
February 1979	9	36	34	21
Year Two				
May 1974	21	37	30	12
February 1975	14	30	37	19
February 1976	10	34	36	20
February 1977	11	35	33	21
February 1978	11	32	36	21
February 1979	10	34	35	21
Year Three				
May 1974	30	41	22	7
February 1975	22	38	26	14
February 1976	20	37	28	15
February 1977	17	40	27	16
February 1978	19	37	26	18
February 1979	16	38	30	16
Grade Four				
May 1974	35	38	21	6
February 1975	33	37	23	7
February 1976	29	35	27	9
February 1977	27	35	26	12
February 1978	24	37	27	12
February 1979	25	36	27	12
Grade Five				
May 1974	37	37	19	7
February 1975	30	41	22	7
February 1976	29	41	23	7
February 1977	28	39	26	7
February 1978	27	41	25	7
February 1979	25	42	26	7
Grade Six				
May 1974	37	42	18	3
February 1975	30	43	21	6
February 1976	28	43	22	7
February 1977	25	47	22	6
February 1978	24	46	24	6
February 1979	24	47	23	6
National Norm Performance All Grades	15	36	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

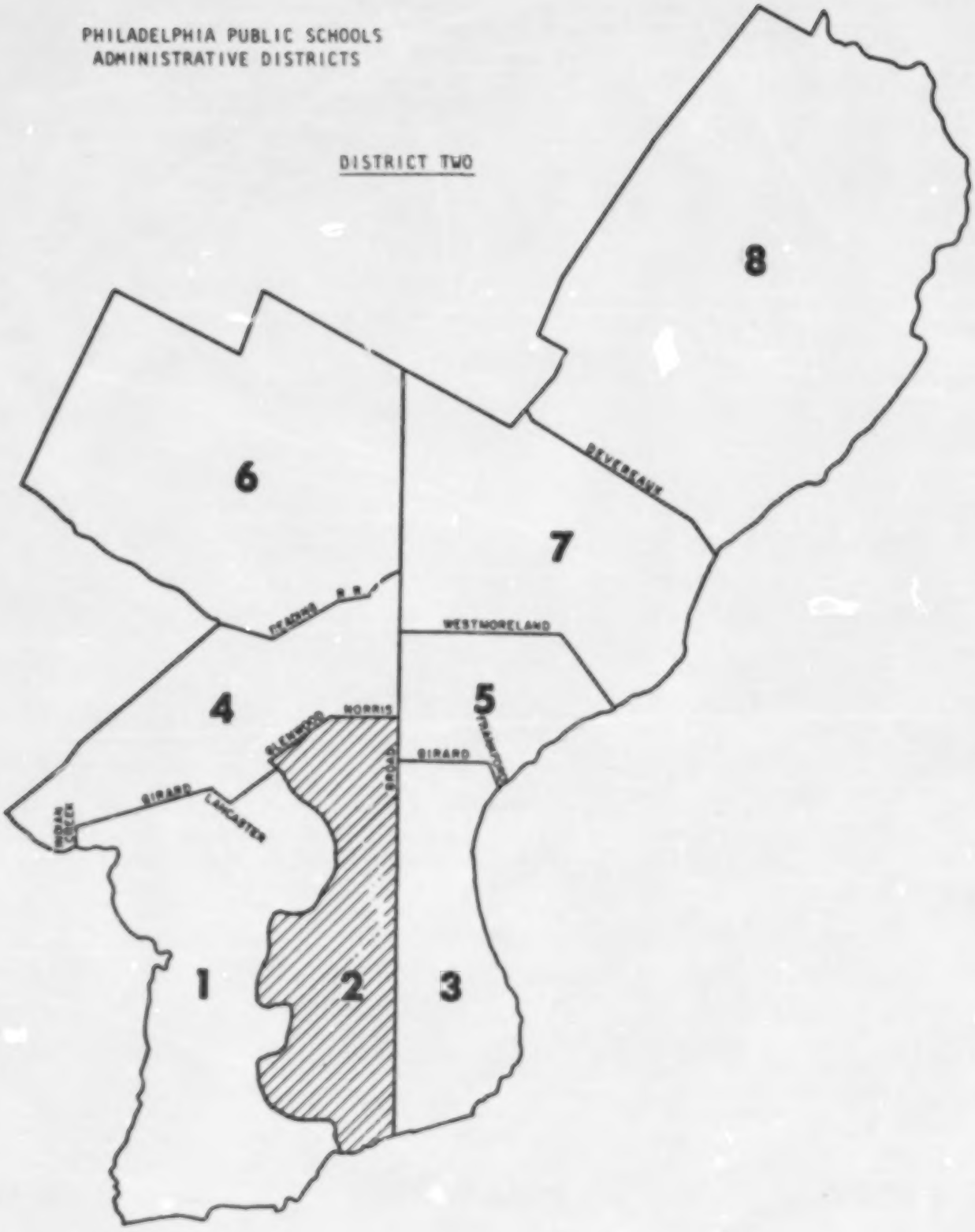
Comparison of District Performance Distributions - BATTERY TOTAL

DISTRICT ONE

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	47	38	13	2
February 1975	37	39	19	5
February 1976	40	39	18	3
February 1977	37	38	21	4
February 1978	33	43	21	3
February 1979	33	42	21	4
Grade Eight				
May 1974	44	42	12	2
February 1975	37	44	15	4
February 1976	39	42	15	4
February 1977	37	43	17	3
February 1978	31	44	21	4
February 1979	30	47	19	4
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA PUBLIC SCHOOLS
ADMINISTRATIVE DISTRICTS

DISTRICT TWO



PHILADELPHIA CITY-WIDE TESTING PROGRAM

STANFORD EARLY SCHOOL ACHIEVEMENT TEST - LEVEL I

Comparison of District Performance Distributions - Kindergarten

DISTRICT TWO

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Environment				
May 1974	31	35	26	8
February 1975	21	37	28	14
February 1976	18	37	30	15
February 1977	19	38	28	15
February 1978	17	37	31	15
February 1979	17	39	32	12
Mathematics				
May 1974	26	32	27	15
February 1975	19	27	31	23
February 1976	16	24	33	27
February 1977	16	24	32	28
February 1978	16	25	33	26
February 1979	17	25	38	20
Letters and Sounds				
May 1974	10	32	34	24
February 1975	8	24	30	38
February 1976	8	18	29	45
February 1977	7	19	29	45
February 1978	7	22	30	41
February 1979	5	20	34	41
Aural Comprehension				
May 1974	23	37	31	9
February 1975	17	34	30	19
February 1976	14	32	36	18
February 1977	13	32	33	22
February 1978	13	33	37	17
February 1979	14	36	37	13
Total				
May 1974	21	37	28	14
February 1975	17	32	27	24
February 1976	13	31	29	27
February 1977	13	30	29	28
February 1978	12	33	30	25
February 1979	12	31	36	21
National Norm Performance for All Tests	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions
District Two - All Grades Combined

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles: 16th to 49th	Between Nat'l %iles: 50th to 84th	Nat'l 85th %ile or Above
READING Vocabulary (Grades 1-12)				
May 1974	36	38	20	6
February 1975	33	39	19	9
February 1976	33	38	20	9
February 1977	33	38	20	9
February 1978	31	39	21	9
February 1979	30	40	21	9
READING Comprehension (Grades 1-12)				
May 1974	36	35	21	8
February 1975	32	36	23	9
February 1976	32	37	22	9
February 1977	30	39	22	9
February 1978	28	39	24	9
February 1979	28	40	23	9
READING Total (Grades 1-12)				
May 1974	36	38	19	7
February 1975	33	38	20	9
February 1976	34	38	20	8
February 1977	32	39	20	9
February 1978	30	40	21	9
February 1979	29	41	21	9
MATHEMATICS Computation (Grades 1-8)				
May 1974	41	32	20	7
February 1975	35	35	21	9
February 1976	32	35	22	11
February 1977	31	36	22	11
February 1978	26	37	24	13
February 1979	25	36	26	13
MATHEMATICS Concepts & Problems (Grades 1-8)				
May 1974	29	37	24	10
February 1975	28	36	24	12
February 1976	26	37	24	13
February 1977	26	37	25	12
February 1978	22	38	26	14
February 1979	23	37	26	14
MATHEMATICS Total (Grades 1-8)				
May 1974	37	34	21	8
February 1975	33	35	22	10
February 1976	32	35	22	11
February 1977	30	35	23	12
February 1978	26	37	25	12
February 1979	26	36	25	13
National Norm Performance for All Tests	15	50	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions
District Two - All Grades Combined

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
LANGUAGE Auding (Grades 1 & 2)				
May 1974	16	38	28	18
February 1975	14	37	32	17
February 1976	14	36	32	18
February 1977	15	38	31	16
February 1978	14	38	31	17
February 1979	14	38	31	17
LANGUAGE Mechanics (Grades 1-8)				
May 1974	31	37	23	9
February 1975	27	35	25	13
February 1976	24	35	27	14
February 1977	23	34	28	15
February 1978	19	35	29	17
February 1979	21	34	28	17
LANGUAGE Usage & Structure (Grades 1-8)				
May 1974	35	38	20	7
February 1975	30	41	21	8
February 1976	28	42	21	9
February 1977	26	43	22	9
February 1978	24	43	24	9
February 1979	25	42	24	9
LANGUAGE Total (Grades 1-8)				
May 1974	34	37	21	8
February 1975	28	37	24	11
February 1976	26	37	25	12
February 1977	25	36	26	13
February 1978	21	37	27	15
February 1979	21	36	28	15
LANGUAGE Spelling (Grades 1-8)				
May 1974	33	33	24	10
February 1975	32	32	26	10
February 1976	30	33	27	10
February 1977	28	35	27	10
February 1978	27	35	28	10
February 1979	26	35	29	10
BATTERY Total (Grades 1-8)				
May 1974	35	37	21	7
February 1975	32	36	22	10
February 1976	31	35	23	11
February 1977	29	36	23	12
February 1978	25	39	24	12
February 1979	25	38	25	12
National Norm Performance for All Tests	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - READING TOTAL

DISTRICT TWO

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Year One				
May 1974	15	38	34	13
February 1975	11	37	32	20
February 1976	12	38	34	16
February 1977	9	38	34	19
February 1978	10	38	34	18
February 1979	11	39	32	18
Year Two				
May 1974	23	44	25	8
February 1975	16	38	36	10
February 1976	14	37	38	11
February 1977	14	38	37	11
February 1978	11	41	38	10
February 1979	13	38	39	10
Year Three				
May 1974	31	43	20	6
February 1975	31	46	17	6
February 1976	29	41	20	10
February 1977	24	43	21	12
February 1978	27	41	20	12
February 1979	22	47	21	10
Grade Four				
May 1974	30	42	22	6
February 1975	33	41	21	5
February 1976	34	41	20	5
February 1977	27	45	21	7
February 1978	25	43	24	8
February 1979	27	43	21	9
Grade Five				
May 1974	33	39	19	9
February 1975	33	39	20	8
February 1976	35	38	20	7
February 1977	36	40	18	6
February 1978	30	43	19	8
February 1979	30	40	23	7
Grade Six				
May 1974	38	40	16	6
February 1975	32	41	18	9
February 1976	32	41	18	9
February 1977	30	42	19	9
February 1978	30	43	20	7
February 1979	26	46	20	8
National Norm Performance All Grades	15	34	35	16

82

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - READING TOTAL

DISTRICT TWO

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	40	34	17	9
February 1975	38	36	16	10
February 1976	36	36	18	10
February 1977	33	39	18	10
February 1978	31	38	20	11
February 1979	30	40	20	10
Grade Eight				
May 1974	43	35	14	8
February 1975	35	36	17	12
February 1976	35	41	15	9
February 1977	39	37	14	10
February 1978	30	40	19	11
February 1979	32	40	16	12
Grade Nine				
May 1974	42	38	15	5
February 1975	39	39	15	7
February 1976	38	36	18	8
February 1977	35	41	16	8
February 1978	30	42	19	9
February 1979	27	43	21	9
Grade Ten				
May 1974	63	27	8	2
February 1975	56	32	10	2
February 1976	56	34	9	1
February 1977	57	32	8	3
February 1978	46	39	12	3
February 1979	44	39	14	3
Grade Eleven				
May 1974	75	16	7	2
February 1975	58	30	10	2
February 1976	59	32	8	1
February 1977	59	33	7	1
February 1978	57	32	7	4
February 1979	55	35	8	2
Grade Twelve				
May 1974	60	30	8	2
February 1975	60	26	10	4
February 1976	52	32	13	3
February 1977	56	33	9	2
February 1978	48	40	10	2
February 1979	52	35	9	4
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - MATHEMATICS TOTAL

DISTRICT TWO

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Year One				
May 1974	16	34	36	14
February 1975	13	38	33	16
February 1976	14	37	35	14
February 1977	13	35	35	17
February 1978	10	35	37	18
February 1979	12	33	35	20
Year Two				
May 1974	28	39	23	10
February 1975	19	38	29	14
February 1976	14	38	31	17
February 1977	16	39	30	15
February 1978	13	38	32	17
February 1979	14	33	35	18
Year Three				
May 1974	37	37	20	6
February 1975	35	35	23	7
February 1976	29	35	26	10
February 1977	23	35	28	14
February 1978	20	36	31	13
February 1979	21	35	32	12
Grade Four				
May 1974	46	31	20	3
February 1975	47	35	14	4
February 1976	46	33	15	6
February 1977	40	39	15	6
February 1978	33	39	20	8
February 1979	34	38	20	8
Grade Five				
May 1974	38	34	18	10
February 1975	33	33	22	12
February 1976	34	36	19	11
February 1977	34	36	19	11
February 1978	29	39	21	11
February 1979	27	37	23	13
Grade Six				
May 1974	42	34	15	9
February 1975	35	37	17	11
February 1976	34	35	17	14
February 1977	34	35	18	13
February 1978	28	39	20	13
February 1979	27	41	20	12
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - MATHEMATICS TOTAL

DISTRICT TWO

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	43	32	19	6
February 1975	44	32	16	8
February 1976	40	32	20	8
February 1977	39	33	19	9
February 1978	36	33	19	12
February 1979	35	35	19	11
Grade Eight				
May 1974	45	33	17	5
February 1975	43	33	16	8
February 1976	45	32	16	7
February 1977	44	32	18	6
February 1978	36	38	19	7
February 1979	34	37	19	10
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - LANGUAGE TOTAL

DISTRICT TWO

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Year One				
May 1974	19	41	32	8
February 1975	15	37	34	14
February 1976	14	41	33	12
February 1977	13	40	32	15
February 1978	11	39	33	17
February 1979	12	41	33	14
Year Two				
May 1974	31	39	22	8
February 1975	23	38	26	13
February 1976	16	38	30	16
February 1977	19	36	28	17
February 1978	15	38	29	18
February 1979	17	35	31	17
Year Three				
May 1974	39	39	17	5
February 1975	34	39	20	7
February 1976	30	36	24	10
February 1977	25	38	23	14
February 1978	23	38	24	15
February 1979	24	40	23	13
Grade Four				
May 1974	40	38	17	5
February 1975	37	39	20	4
February 1976	33	39	21	7
February 1977	28	38	26	8
February 1978	22	38	29	11
February 1979	25	35	29	11
Grade Five				
May 1974	34	32	23	11
February 1975	30	32	26	12
February 1976	30	34	24	12
February 1977	31	34	25	10
February 1978	25	36	26	13
February 1979	25	34	25	16
Grade Six				
May 1974	35	39	18	8
February 1975	27	39	20	14
February 1976	27	36	23	14
February 1977	27	34	24	15
February 1978	19	40	25	16
February 1979	19	37	29	15
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - LANGUAGE TOTAL

DISTRICT TWO

Grade	Percentage of Pupils Scoring: Between Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	35	35	20	10
February 1975	33	35	21	11
February 1976	30	33	23	14
February 1977	27	32	27	14
February 1978	26	33	25	16
February 1979	24	33	27	16
Grade Eight				
May 1974	37	38	17	8
February 1975	31	37	20	12
February 1976	32	35	22	11
February 1977	31	36	21	12
February 1978	26	36	25	13
February 1979	26	33	26	15
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - BATTERY TOTAL

DISTRICT TWO

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th 84th	Nat'l 85th %ile or Above
Year One				
May 1974	14	42	33	11
February 1975	12	39	33	16
February 1976	13	38	35	14
February 1977	11	38	33	18
February 1978	10	37	35	18
February 1979	11	38	34	17
Year Two				
May 1974	29	39	26	6
February 1975	21	38	30	11
February 1976	16	37	34	13
February 1977	16	39	31	14
February 1978	15	40	32	13
February 1979	16	36	34	14
Year Three				
May 1974	37	39	19	5
February 1975	34	39	20	7
February 1976	29	37	24	10
February 1977	23	41	22	14
February 1978	23	40	23	14
February 1979	22	41	25	12
Grade Four				
May 1974	43	36	16	5
February 1975	42	36	18	4
February 1976	42	34	18	6
February 1977	36	37	21	6
February 1978	30	37	24	9
February 1979	32	37	23	8
Grade Five				
May 1974	36	35	20	9
February 1975	34	33	22	11
February 1976	36	33	21	10
February 1977	36	35	20	9
February 1978	31	37	22	10
February 1979	29	35	24	12
Grade Six				
May 1974	40	37	16	7
February 1975	33	37	18	12
February 1976	33	36	18	13
February 1977	32	36	19	13
February 1978	28	40	19	13
February 1979	24	43	21	12
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - BATTERY TOTAL

DISTRICT TWO

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	38	33	20	9
February 1975	41	33	16	10
February 1976	37	32	20	11
February 1977	35	33	20	12
February 1978	34	32	20	14
February 1979	31	34	22	13
Grade Eight				
May 1974	42	35	16	7
February 1975	37	36	17	10
February 1976	39	34	18	9
February 1977	40	33	18	9
February 1978	32	39	20	9
February 1979	31	35	22	12
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA PUBLIC SCHOOLS
ADMINISTRATIVE DISTRICTS

PHILADELPHIA CITY-WIDE TESTING PROGRAM

STANFORD EARLY SCHOOL ACHIEVEMENT TEST - LEVEL I

Comparison of District Performance Distributions - Kindergarten

DISTRICT THREE

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	50th to 84th	Nat'l 85th %ile or Above
Environment				
May 1974	19	35	30	16
February 1975	7	23	34	36
February 1976	9	25	38	28
February 1977	13	26	40	21
February 1978	13	29	33	25
February 1979	18	32	31	19
Mathematics				
May 1974	18	31	32	19
February 1975	7	15	27	51
February 1976	6	20	31	43
February 1977	8	18	34	40
February 1978	10	21	34	35
February 1979	14	24	34	28
Letters and Sounds				
May 1974	7	26	36	31
February 1975	2	10	28	60
February 1976	3	12	25	60
February 1977	3	14	29	54
February 1978	5	15	30	50
February 1979	7	17	31	45
Aural Comprehension				
May 1974	14	30	37	19
February 1975	8	17	37	38
February 1976	9	20	38	33
February 1977	7	25	39	29
February 1978	10	27	37	26
February 1979	14	34	33	19
Total				
May 1974	13	32	33	22
February 1975	3	17	27	53
February 1976	6	18	30	46
February 1977	6	21	32	41
February 1978	9	23	32	36
February 1979	12	28	30	30
National Norm Performance for All Tests	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions
District Three - All Grades Combined

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles: 16th to 49th	Between Nat'l %iles: 50th to 84th	Nat'l 85th %ile or Above
READING Vocabulary (Grades 1-12)				
May 1974	36	38	18	8
February 1975	33	38	19	10
February 1976	33	38	19	10
February 1977	31	38	21	10
February 1978	29	40	21	10
February 1979	29	41	21	9
READING Comprehension (Grades 1-12)				
May 1974	35	37	20	8
February 1975	31	38	22	9
February 1976	31	39	22	8
February 1977	29	39	23	9
February 1978	27	40	24	9
February 1979	27	42	23	8
READING Total (Grades 1-12)				
May 1974	36	38	19	7
February 1975	33	38	20	9
February 1976	33	39	20	8
February 1977	31	39	21	9
February 1978	29	41	22	8
February 1979	28	42	22	8
MATHEMATICS Computation (Grades 1-8)				
May 1974	33	38	21	8
February 1975	30	36	22	12
February 1976	27	37	24	12
February 1977	24	36	27	13
February 1978	22	37	27	14
February 1979	21	38	27	14
MATHEMATICS Concepts & Problems (Grades 1-8)				
May 1974	27	37	24	12
February 1975	24	35	26	15
February 1976	23	37	26	14
February 1977	20	36	29	15
February 1978	20	37	29	14
February 1979	19	39	28	14
MATHEMATICS Total (Grades 1-8)				
May 1974	31	37	22	10
February 1975	28	35	24	13
February 1976	27	37	24	12
February 1977	23	36	27	14
February 1978	22	37	27	14
February 1979	22	37	27	14
National Norm Performance for All Tests	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions
District Three - All Grades Combined

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	50th to 84th	Nat'l 85th %ile or Above
LANGUAGE Auding (Grades 1 & 2)				
May 1974	13	33	26	28
February 1975	10	33	32	25
February 1976	11	33	32	24
February 1977	8	31	33	28
February 1978	11	32	32	25
February 1979	11	34	33	22
LANGUAGE Mechanics (Grades 1-8)				
May 1974	28	37	24	11
February 1975	33	35	26	16
February 1976	22	34	28	16
February 1977	18	34	30	18
February 1978	17	34	31	18
February 1979	18	35	29	18
LANGUAGE Usage & Structure (Grades 1-8)				
May 1974	30	40	23	7
February 1975	26	42	23	9
February 1976	24	42	24	10
February 1977	23	42	26	9
February 1978	21	44	26	9
February 1979	21	44	26	9
LANGUAGE Total (Grades 1-8)				
May 1974	29	38	23	10
February 1975	25	36	25	14
February 1976	23	36	27	14
February 1977	19	36	29	16
February 1978	18	37	30	15
February 1979	19	36	29	16
LANGUAGE Spelling (Grades 1-8)				
May 1974	32	36	23	9
February 1975	30	34	26	10
February 1976	29	35	27	9
February 1977	27	35	27	11
February 1978	25	36	29	10
February 1979	26	37	28	9
BATTERY Total (Grades 1-8)				
May 1974	32	37	22	9
February 1975	28	36	24	12
February 1976	26	38	24	12
February 1977	23	37	26	14
February 1978	23	37	27	13
February 1979	22	39	26	13
National Norm Performance for All Tests	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - READING TOTAL

DISTRICT THREE

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	50th to 84th	Nat'l 85th %ile or Above
Year One				
May 1974	11	34	32	23
February 1975	9	33	33	25
February 1976	6	32	38	24
February 1977	5	31	37	27
February 1978	5	33	40	22
February 1979	8	28	36	28
Year Two				
May 1974	18	43	25	14
February 1975	9	35	40	16
February 1976	10	31	39	20
February 1977	6	32	42	20
February 1978	8	33	41	18
February 1979	9	36	38	17
Year Three				
May 1974	27	39	22	12
February 1975	19	44	19	18
February 1976	20	42	22	16
February 1977	22	37	23	18
February 1978	19	38	25	18
February 1979	16	43	27	14
Grade Four				
May 1974	29	39	23	9
February 1975	26	36	26	12
February 1976	22	43	23	12
February 1977	22	40	25	13
February 1978	19	42	28	11
February 1979	20	41	27	12
Grade Five				
May 1974	37	41	18	4
February 1975	37	41	18	4
February 1976	35	43	19	3
February 1977	30	46	20	4
February 1978	28	44	22	6
February 1979	28	43	24	5
Grade Six				
May 1974	31	45	18	6
February 1975	31	43	19	7
February 1976	30	45	20	5
February 1977	24	48	22	6
February 1978	24	46	24	6
February 1979	24	46	24	6
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - READING TOTAL

DISTRICT THREE

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	39	38	18	5
February 1975	34	46	16	4
February 1976	33	44	18	5
February 1977	34	43	19	4
February 1978	33	44	18	5
February 1979	30	45	20	5
Grade Eight				
May 1974	42	40	14	4
February 1975	35	40	19	6
February 1976	36	40	17	7
February 1977	33	39	19	9
February 1978	29	44	22	5
February 1979	32	45	17	6
Grade Nine				
May 1974	41	40	15	4
February 1975	42	36	16	6
February 1976	39	40	16	5
February 1977	36	44	16	4
February 1978	32	44	20	4
February 1979	31	51	16	2
Grade Ten				
May 1974	51	36	12	1
February 1975	49	38	11	2
February 1976	50	37	11	2
February 1977	48	38	12	2
February 1978	41	45	12	2
February 1979	37	44	17	2
Grade Eleven				
May 1974	55	31	12	2
February 1975	58	32	8	2
February 1976	56	33	10	1
February 1977	59	31	9	1
February 1978	53	36	9	2
February 1979	47	42	10	1
Grade Twelve				
May 1974	54	34	11	1
February 1975	49	35	14	2
February 1976	54	34	10	2
February 1977	48	38	13	1
February 1978	54	34	10	2
February 1979	47	40	10	3
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - MATHEMATICS TOTAL

DISTRICT THREE

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Year One				
May 1974	13	30	35	22
February 1975	11	33	34	22
February 1976	7	32	37	24
February 1977	5	31	37	27
February 1978	5	30	37	28
February 1979	8	25	38	29
Year Two				
May 1974	18	36	29	17
February 1975	14	34	29	23
February 1976	10	35	31	24
February 1977	8	31	33	28
February 1978	7	32	35	26
February 1979	8	35	33	24
Year Three				
May 1974	26	38	22	14
February 1975	22	30	30	18
February 1976	19	33	31	17
February 1977	18	30	34	18
February 1978	16	31	33	20
February 1979	10	36	35	19
Grade Four				
May 1974	40	31	25	4
February 1975	35	34	20	11
February 1976	34	36	18	12
February 1977	30	36	24	10
February 1978	25	38	25	12
February 1979	27	38	26	9
Grade Five				
May 1974	37	38	17	8
February 1975	34	39	19	8
February 1976	31	40	22	7
February 1977	25	41	24	10
February 1978	27	37	26	10
February 1979	24	40	26	10
Grade Six				
May 1974	34	42	18	6
February 1975	34	37	23	6
February 1976	32	44	17	7
February 1977	26	44	22	8
February 1978	26	43	24	7
February 1979	26	42	21	11
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - MATHEMATICS TOTAL

DISTRICT THREE

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	40	44	14	2
February 1975	42	33	19	6
February 1976	36	38	20	6
February 1977	39	36	20	5
February 1978	34	42	17	7
February 1979	32	42	21	5
Grade Eight				
May 1974	44	42	12	2
February 1975	38	42	15	5
February 1976	44	36	16	4
February 1977	34	40	20	6
February 1978	36	42	18	4
February 1979	36	42	17	5
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - LANGUAGE TOTAL

DISTRICT THREE

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Year One				
May 1974	12	34	35	19
February 1975	11	37	34	18
February 1976	8	36	36	20
February 1977	6	34	38	22
February 1978	7	36	40	17
February 1979	8	35	34	23
Year Two				
May 1974	23	36	25	16
February 1975	15	32	29	24
February 1976	13	32	29	26
February 1977	9	28	35	28
February 1978	11	31	33	25
February 1979	14	33	28	25
Year Three				
May 1974	28	36	24	12
February 1975	21	33	23	23
February 1976	19	38	27	16
February 1977	19	35	25	21
February 1978	16	36	28	20
February 1979	15	35	31	19
Grade Four				
May 1974	33	37	23	7
February 1975	29	33	24	14
February 1976	24	34	26	16
February 1977	19	34	29	18
February 1978	15	34	30	21
February 1979	19	36	28	17
Grade Five				
May 1974	33	37	22	8
February 1975	32	34	25	9
February 1976	31	35	24	10
February 1977	24	39	27	10
February 1978	23	39	27	11
February 1979	21	37	30	12
Grade Six				
May 1974	29	42	21	8
February 1975	30	36	25	9
February 1976	25	39	27	9
February 1977	20	43	26	11
February 1978	21	39	29	11
February 1979	21	39	28	12
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - LANGUAGE TOTAL

DISTRICT THREE

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	39	43	16	2
February 1975	30	37	24	9
February 1976	30	38	21	11
February 1977	30	35	26	9
February 1978	25	40	25	10
February 1979	26	34	29	11
Grade Eight				
May 1974	40	42	16	2
February 1975	32	45	18	5
February 1976	30	39	23	8
February 1977	27	41	24	8
February 1978	27	39	26	8
February 1979	27	40	25	8
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - BATTERY TOTAL

DISTRICT THREE

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles: 16th to 49th	50th to 84th	Nat'l 85th %ile or Above
Year One				
May 1974	12	32	34	22
February 1975	11	34	33	22
February 1976	6	35	36	23
February 1977	4	32	38	26
February 1978	6	32	40	22
February 1979	6	30	36	28
Year Two				
May 1974	21	38	28	13
February 1975	13	36	32	19
February 1976	11	34	33	22
February 1977	7	32	36	25
February 1978	9	34	36	21
February 1979	10	37	32	21
Year Three				
May 1974	26	37	24	13
February 1975	21	36	24	19
February 1976	19	38	26	17
February 1977	20	34	25	21
February 1978	16	36	28	20
February 1979	13	40	30	17
Grade Four				
May 1974	39	33	22	6
February 1975	33	31	23	13
February 1976	29	36	22	13
February 1977	27	34	25	14
February 1978	24	33	28	15
February 1979	27	35	25	13
Grade Five				
May 1974	40	36	17	7
February 1975	38	36	20	6
February 1976	34	39	21	6
February 1977	29	42	22	7
February 1978	29	40	23	8
February 1979	27	39	25	9
Grade Six				
May 1974	31	44	18	7
February 1975	36	37	20	7
February 1976	31	43	20	6
February 1977	25	46	21	8
February 1978	26	44	22	8
February 1979	22	46	22	10
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

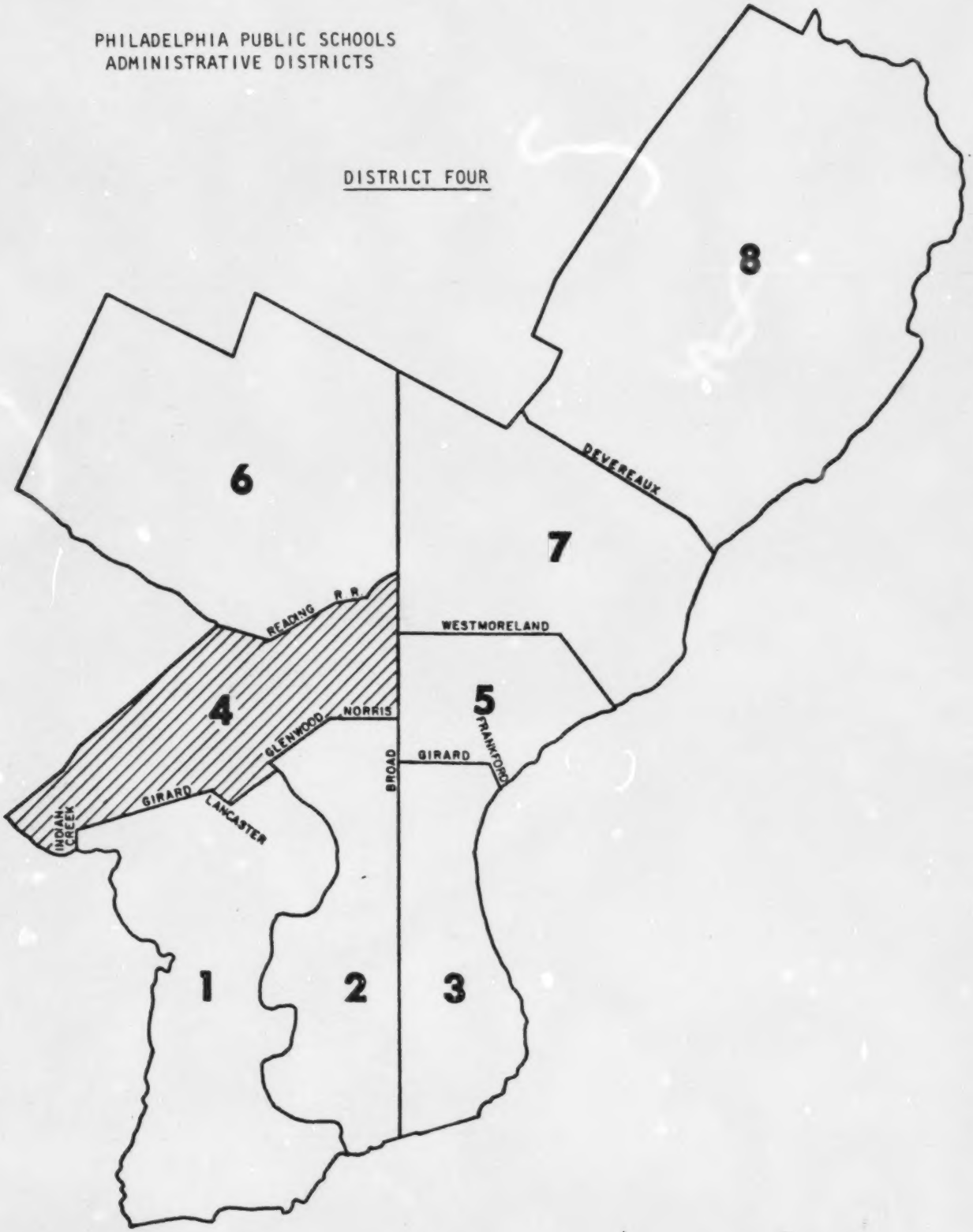
Comparison of District Performance Distributions - BATTERY TOTAL

DISTRICT THREE

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	42	39	18	1
February 1975	38	37	19	6
February 1976	36	39	18	7
February 1977	37	37	21	5
February 1978	35	40	19	6
February 1979	34	37	23	6
Grade Eight				
May 1974	48	36	14	2
February 1975	38	42	16	4
February 1976	39	36	21	4
February 1977	33	42	19	6
February 1978	35	41	20	4
February 1979	35	41	19	5
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA PUBLIC SCHOOLS
ADMINISTRATIVE DISTRICTS

DISTRICT FOUR



PHILADELPHIA CITY-WIDE TESTING PROGRAM

STANFORD EARLY SCHOOL ACHIEVEMENT TEST - LEVEL I

Comparison of District Performance Distributions - Kindergarten

DISTRICT FOUR

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles: 16th to 49th	Between Nat'l %iles: 50th to 84th	Nat'l 85th %ile or Above
Environment				
May 1974	25	42	24	9
February 1975	15	36	33	16
February 1976	14	33	33	20
February 1977	12	37	34	17
February 1978	13	36	36	15
February 1979	15	34	34	17
Mathematics				
May 1974	23	32	32	13
February 1975	12	26	36	26
February 1976	12	24	33	31
February 1977	10	24	36	30
February 1978	10	24	38	28
February 1979	13	23	36	28
Letters and Sounds				
May 1974	8	27	39	26
February 1975	4	16	34	46
February 1976	4	17	31	48
February 1977	4	15	32	49
February 1978	3	18	34	45
February 1979	5	20	32	43
Aural Comprehension				
May 1974	21	37	33	9
February 1975	12	33	37	18
February 1976	10	32	36	22
February 1977	9	32	37	22
February 1978	10	33	38	19
February 1979	14	33	36	17
Total				
May 1974	18	37	32	13
February 1975	8	31	34	27
February 1976	9	27	32	32
February 1977	7	28	35	30
February 1978	8	29	35	28
February 1979	9	29	32	30
National Norm Performance for All Tests	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions
District Four - All Grades Combined

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Abov
READING Vocabulary (Grades 1-12)				
May 1974	32	39	21	8
February 1975	27	39	22	12
February 1976	28	40	22	10
February 1977	26	40	23	11
February 1978	25	40	24	11
February 1979	23	41	25	11
READING Comprehension (Grades 1-12)				
May 1974	33	38	22	7
February 1975	29	39	24	8
February 1976	28	40	24	8
February 1977	27	41	24	8
February 1978	25	42	25	8
February 1979	24	41	27	8
READING Total (Grades 1-12)				
May 1974	32	40	21	7
February 1975	28	40	23	9
February 1976	29	40	23	8
February 1977	27	41	23	9
February 1978	25	42	24	9
February 1979	24	42	26	8
MATHEMATICS Computation (Grades 1-8)				
May 1974	37	35	21	7
February 1975	34	36	21	9
February 1976	31	37	22	10
February 1977	28	37	24	11
February 1978	25	37	26	12
February 1979	25	37	26	12
MATHEMATICS Concepts & Problems (Grades 1-8)				
May 1974	30	37	23	10
February 1975	26	39	24	11
February 1976	25	39	25	11
February 1977	24	39	26	11
February 1978	22	39	27	12
February 1979	23	40	26	11
MATHEMATICS Total (Grades 1-8)				
May 1974	35	36	21	8
February 1975	33	36	21	10
February 1976	30	37	22	11
February 1977	27	38	24	11
February 1978	24	38	26	12
February 1979	25	38	26	11
National Norm Performance for All Tests	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparisons of District Performance Distributions
District Four - All Grades Combined

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
LANGUAGE Auding (Grades 1 & 2)				
May 1974	13	34	28	25
February 1975	13	33	31	23
February 1976	12	34	32	22
February 1977	11	33	32	24
February 1978	10	30	33	27
February 1979	12	34	32	22
LANGUAGE Mechanics (Grades 1-8)				
May 1974	28	38	24	10
February 1975	25	36	26	13
February 1976	22	35	28	15
February 1977	20	35	29	16
February 1978	18	34	30	18
February 1979	18	34	30	18
LANGUAGE Usage & Structure (Grades 1-8)				
May 1974	30	41	22	7
February 1975	26	43	22	9
February 1976	24	44	23	9
February 1977	24	43	24	9
February 1978	23	44	24	9
February 1979	23	44	25	8
LANGUAGE Total (Grades 1-8)				
May 1974	30	38	23	9
February 1975	28	37	24	11
February 1976	24	37	26	13
February 1977	21	37	28	14
February 1978	19	37	29	15
February 1979	20	36	30	14
LANGUAGE Spelling (Grades 1-8)				
May 1974	28	35	26	11
February 1975	29	33	26	12
February 1976	27	34	28	11
February 1977	25	35	29	11
February 1978	25	35	29	11
February 1979	24	35	30	11
BATTERY Total (Grades 1-8)				
May 1974	31	38	22	9
February 1975	30	37	23	10
February 1976	27	38	24	11
February 1977	25	38	25	12
February 1978	22	39	27	12
February 1979	22	38	28	12
National Norm Performance for All Tests	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - READING TOTAL

DISTRICT FOUR

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Year One				
May 1974	9	30	37	24
February 1975	8	31	35	26
February 1976	9	29	34	28
February 1977	8	29	35	28
February 1978	6	28	40	26
February 1979	9	31	36	24
Year Two				
May 1974	18	39	31	12
February 1975	10	32	39	19
February 1976	9	33	40	18
February 1977	10	33	40	17
February 1978	10	31	41	18
February 1979	10	29	45	16
Year Three				
May 1974	21	42	25	12
February 1975	21	42	23	14
February 1976	16	42	27	15
February 1977	20	42	23	15
February 1978	18	41	24	17
February 1979	21	36	26	17
Grade Four				
May 1974	25	45	24	6
February 1975	24	40	27	9
February 1976	22	43	24	11
February 1977	21	44	26	9
February 1978	20	40	29	11
February 1979	20	43	26	11
Grade Five				
May 1974	31	45	19	5
February 1975	32	42	21	5
February 1976	30	43	22	5
February 1977	28	44	23	5
February 1978	25	49	22	4
February 1979	24	45	25	6
Grade Six				
May 1974	30	46	20	4
February 1975	25	46	22	7
February 1976	25	45	24	6
February 1977	24	48	22	6
February 1978	23	48	24	5
February 1979	22	46	26	6
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - READING TOTAL

DISTRICT FOUR

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	39	41	16	4
February 1975	33	42	20	5
February 1976	30	44	21	5
February 1977	23	46	24	7
February 1978	24	49	21	6
February 1979	27	45	24	4
Grade Eight				
May 1974	35	44	17	4
February 1975	34	42	19	5
February 1976	34	43	18	5
February 1977	28	46	20	6
February 1978	25	46	21	8
February 1979	20	50	23	7
Grade Nine				
May 1974	36	43	17	4
February 1975	32	44	20	4
February 1976	33	45	19	3
February 1977	32	45	19	4
February 1978	23	48	24	5
February 1979	23	46	26	5
Grade Ten				
May 1974	53	34	12	1
February 1975	40	40	16	4
February 1976	40	41	16	3
February 1977	39	43	15	3
February 1978	34	44	19	3
February 1979	29	45	23	3
Grade Eleven				
May 1974	56	32	11	1
February 1975	46	36	16	2
February 1976	55	32	11	2
February 1977	51	38	10	1
February 1978	49	39	11	1
February 1979	44	41	13	2
Grade Twelve				
May 1974	51	36	11	2
February 1975	39	40	18	3
February 1976	47	36	15	2
February 1977	46	38	14	2
February 1978	47	38	13	2
February 1979	42	43	13	2
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - MATHEMATICS TOTAL

DISTRICT FOUR

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	50th to 84th	Nat'l 85th %ile or Abov
Year One				
May 1974	13	26	39	22
February 1975	14	31	32	23
February 1976	12	33	32	23
February 1977	9	31	35	25
February 1978	8	28	40	24
February 1979	9	29	38	24
Year Two				
May 1974	21	37	27	15
February 1975	15	35	30	20
February 1976	14	35	32	19
February 1977	12	37	30	21
February 1978	10	32	37	21
February 1979	11	33	38	18
Year Three				
May 1974	23	39	29	9
February 1975	27	33	28	12
February 1976	18	35	33	14
February 1977	20	33	34	13
February 1978	18	32	34	16
February 1979	19	32	33	16
Grade Four				
May 1974	41	35	21	3
February 1975	38	36	19	7
February 1976	32	38	20	10
February 1977	34	38	20	8
February 1978	29	41	21	9
February 1979	30	40	22	8
Grade Five				
May 1974	38	38	16	8
February 1975	35	39	19	7
February 1976	33	38	21	8
February 1977	30	37	23	10
February 1978	27	42	22	9
February 1979	26	43	22	9
Grade Six				
May 1974	38	38	17	7
February 1975	37	38	17	8
February 1976	34	39	18	9
February 1977	31	40	20	9
February 1978	29	41	21	9
February 1979	27	41	21	11
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - MATHEMATICS TOTAL

DISTRICT FOUR

Grade	Percentage of Pupils Scoring			
	Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	47	39	12	2
February 1975	47	38	13	2
February 1976	45	37	15	3
February 1977	40	41	15	4
February 1978	35	43	18	4
February 1979	38	41	19	2
Grade Eight				
May 1974	49	39	10	2
February 1975	44	41	13	2
February 1976	46	40	12	2
February 1977	40	42	15	3
February 1978	37	43	16	4
February 1979	34	44	18	4
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - LANGUAGE TOTAL

DISTRICT FOUR

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Year One				
May 1974	16	36	30	18
February 1975	15	38	28	19
February 1976	13	37	30	20
February 1977	11	36	33	20
February 1978	8	37	35	20
February 1979	11	35	37	17
Year Two				
May 1974	23	36	26	15
February 1975	17	33	29	21
February 1976	15	34	29	22
February 1977	15	33	30	22
February 1978	13	31	31	25
February 1979	15	29	32	24
Year Three				
May 1974	28	38	24	10
February 1975	27	37	23	13
February 1976	21	37	27	15
February 1977	23	33	25	19
February 1978	18	33	26	23
February 1979	21	36	23	20
Grade Four				
May 1974	31	38	23	8
February 1975	29	33	27	11
February 1976	23	34	28	15
February 1977	20	36	29	15
February 1978	19	34	30	17
February 1979	20	34	30	16
Grade Five				
May 1974	33	37	23	7
February 1975	34	35	23	8
February 1976	30	36	23	11
February 1977	29	36	26	9
February 1978	23	39	29	9
February 1979	24	37	28	11
Grade Six				
May 1974	30	43	21	6
February 1975	29	38	23	10
February 1976	23	40	26	11
February 1977	22	40	26	12
February 1978	19	42	28	11
February 1979	20	38	29	13
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - LANGUAGE TOTAL

DISTRICT FOUR

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	40	39	17	4
February 1975	32	40	22	6
February 1976	29	37	27	7
February 1977	26	39	27	8
February 1978	24	37	30	9
February 1979	23	40	30	7
Grade Eight				
May 1974	37	42	17	4
February 1975	35	40	21	4
February 1976	33	39	23	5
February 1977	24	42	25	9
February 1978	25	40	26	9
February 1979	21	39	31	9
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - BATTERY TOTAL

DISTRICT FOUR

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Year One				
May 1974	10	33	35	22
February 1975	12	34	31	23
February 1976	10	34	32	24
February 1977	8	32	35	25
February 1978	6	32	40	22
February 1979	8	32	39	21
Year Two				
May 1974	22	36	29	13
February 1975	14	34	32	20
February 1976	13	34	32	21
February 1977	13	34	33	20
February 1978	11	32	36	21
February 1979	11	32	38	19
Year Three				
May 1974	24	39	27	10
February 1975	26	37	24	13
February 1976	18	39	28	15
February 1977	20	37	26	17
February 1978	16	37	26	21
February 1979	21	33	26	20
Grade Four				
May 1974	34	39	21	6
February 1975	34	34	24	8
February 1976	29	36	23	12
February 1977	29	35	25	11
February 1978	27	34	27	12
February 1979	27	35	26	12
Grade Five				
May 1974	35	39	19	7
February 1975	37	37	20	6
February 1976	34	38	21	7
February 1977	32	37	24	7
February 1978	28	42	24	6
February 1979	27	41	24	8
Grade Six				
May 1974	33	43	19	5
February 1975	33	40	19	8
February 1976	30	40	21	9
February 1977	28	42	21	9
February 1978	25	42	25	8
February 1979	24	42	24	10
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

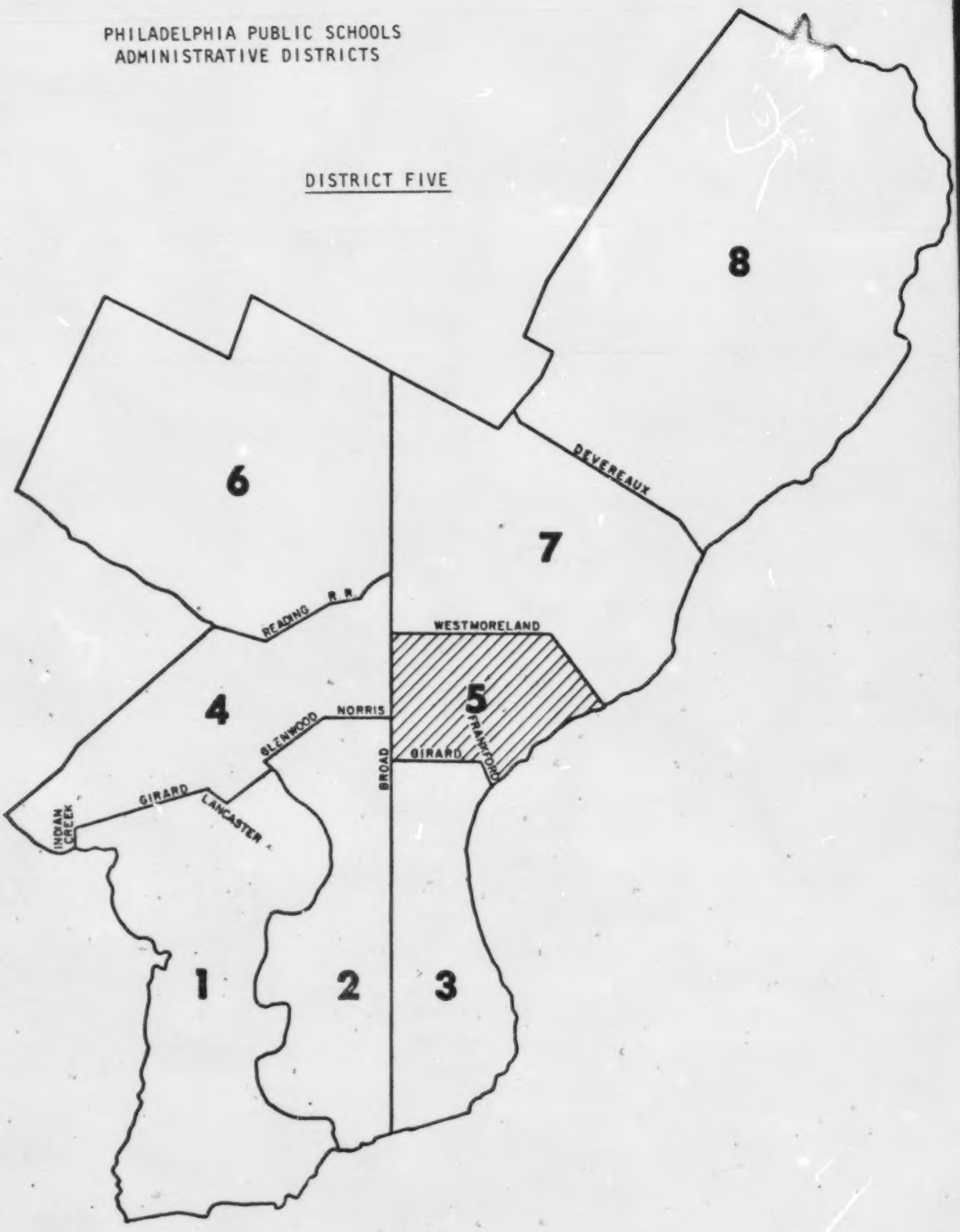
Comparison of District Performance Distributions - BATTERY TOTAL

DISTRICT FOUR

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	44	38	16	2
February 1975	41	37	18	4
February 1976	37	39	20	4
February 1977	31	41	23	5
February 1978	30	43	22	5
February 1979	31	42	24	3
Grade Eight				
May 1974	42	40	14	4
February 1975	40	40	17	3
February 1976	41	40	16	3
February 1977	31	45	19	5
February 1978	31	44	20	5
February 1979	27	46	22	5
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA PUBLIC SCHOOLS
ADMINISTRATIVE DISTRICTS

DISTRICT FIVE



PHILADELPHIA CITY-WIDE TESTING PROGRAM

STANFORD EARLY SCHOOL ACHIEVEMENT TEST - LEVEL I

Comparison of District Performance Distributions - Kindergarten

DISTRICT FIVE

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Environment				
May 1974	29	39	25	7
February 1975	18	36	32	14
February 1976	17	38	32	13
February 1977	15	39	32	14
February 1978	14	34	34	18
February 1979	22	34	32	12
Mathematics				
May 1974	26	32	29	13
February 1975	15	23	36	26
February 1976	14	26	35	25
February 1977	12	23	36	29
February 1978	12	24	32	32
February 1979	18	26	33	23
Letters and Sounds				
May 1974	14	33	31	22
February 1975	7	21	30	42
February 1976	8	25	32	35
February 1977	6	23	34	37
February 1978	6	21	34	39
February 1979	7	24	33	36
Aural Comprehension				
May 1974	22	35	34	9
February 1975	13	34	34	19
February 1976	14	32	38	16
February 1977	13	32	36	19
February 1978	12	31	36	21
February 1979	17	35	33	15
Total				
May 1974	24	33	31	12
February 1975	13	28	33	26
February 1976	14	31	33	22
February 1977	10	31	33	26
February 1978	11	29	32	28
February 1979	16	31	31	22
National Norm Performance for All Tests	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions
District Five - All Grades Combined

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Abo
READING Vocabulary (Grades 1-12)				
May 1974	39	39	17	5
February 1975	33	39	20	8
February 1976	36	40	18	6
February 1977	35	42	18	5
February 1978	33	42	19	6
February 1979	32	43	19	6
READING Comprehension (Grades 1-12)				
May 1974	37	38	20	5
February 1975	34	39	21	6
February 1976	34	40	20	6
February 1977	32	42	21	5
February 1978	31	43	21	5
February 1979	30	42	22	6
READING Total (Grades 1-12)				
May 1974	39	40	17	4
February 1975	34	41	20	5
February 1976	37	40	18	5
February 1977	35	42	18	5
February 1978	33	43	19	5
February 1979	32	43	20	5
MATHEMATICS Computation (Grades 1-8)				
May 1974	41	36	17	6
February 1975	35	39	19	7
February 1976	34	38	20	8
February 1977	31	40	22	7
February 1978	30	40	22	8
February 1979	27	41	23	9
MATHEMATICS Concepts & Problems (Grades 1-8)				
May 1974	34	37	21	8
February 1975	29	39	23	9
February 1976	30	40	22	8
February 1977	29	40	23	8
February 1978	28	40	24	8
February 1979	26	41	26	7
MATHEMATICS Total (Grades 1-8)				
May 1974	40	36	18	6
February 1975	34	39	20	7
February 1976	34	39	20	7
February 1977	32	39	22	7
February 1978	30	41	22	7
February 1979	28	41	24	7
National Norm Performance for All Tests	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions
District Five - All Grades Combined

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
LANGUAGE Auding (Grades 1 & 2)				
May 1974	14	36	28	22
February 1975	15	37	30	18
February 1976	17	36	29	18
February 1977	15	35	29	21
February 1978	17	38	29	16
February 1979	15	37	31	17
LANGUAGE Mechanics (Grades 1-8)				
May 1974	34	39	21	6
February 1975	29	38	25	8
February 1976	29	38	24	9
February 1977	25	38	27	10
February 1978	25	37	27	11
February 1979	23	38	27	12
LANGUAGE Usage & Structure (Grades 1-8)				
May 1974	37	42	18	3
February 1975	31	44	20	5
February 1976	30	45	20	5
February 1977	28	45	22	5
February 1978	27	45	23	5
February 1979	26	46	23	5
LANGUAGE Total (Grades 1-8)				
May 1974	36	40	19	5
February 1975	31	39	23	7
February 1976	31	39	23	7
February 1977	27	40	25	8
February 1978	26	39	26	9
February 1979	24	40	27	9
LANGUAGE Spelling (Grades 1-8)				
May 1974	38	36	20	6
February 1975	36	35	22	7
February 1976	35	37	22	6
February 1977	33	36	24	7
February 1978	32	38	24	6
February 1979	30	38	25	7
BATTERY Total (Grades 1-8)				
May 1974	38	39	18	5
February 1975	34	39	21	6
February 1976	34	40	20	6
February 1977	31	41	22	6
February 1978	29	42	23	6
February 1979	27	41	25	7
National Norm Performance for All Tests	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - READING TOTAL

DISTRICT FIVE

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Year One				
May 1974	13	37	34	16
February 1975	10	38	34	18
February 1976	12	34	34	20
February 1977	10	38	37	15
February 1978	12	39	38	11
February 1979	10	41	34	15
Year Two				
May 1974	21	46	26	7
February 1975	15	38	37	10
February 1976	12	40	37	11
February 1977	10	41	38	11
February 1978	13	42	35	10
February 1979	10	42	39	9
Year Three				
May 1974	31	42	21	6
February 1975	26	45	21	8
February 1976	26	44	20	10
February 1977	23	45	22	10
February 1978	21	43	23	13
February 1979	20	44	22	14
Grade Four				
May 1974	34	45	19	2
February 1975	30	44	21	5
February 1976	27	46	20	7
February 1977	26	45	22	7
February 1978	24	48	21	7
February 1979	21	46	25	8
Grade Five				
May 1974	46	37	15	2
February 1975	36	45	16	3
February 1976	38	47	14	1
February 1977	33	49	16	2
February 1978	34	46	17	3
February 1979	33	45	20	2
Grade Six				
May 1974	42	44	12	2
February 1975	37	45	15	3
February 1976	32	51	16	1
February 1977	34	49	15	2
February 1978	29	52	17	2
February 1979	29	50	18	3
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - READING TOTAL

DISTRICT FIVE

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	52	36	10	2
February 1975	44	39	15	2
February 1976	43	43	12	2
February 1977	38	48	13	1
February 1978	37	45	16	2
February 1979	36	47	16	1
Grade Eight				
May 1974	46	39	13	2
February 1975	43	41	13	3
February 1976	46	40	12	2
February 1977	43	43	12	2
February 1978	40	43	15	2
February 1979	38	44	14	4
Grade Nine				
May 1974	49	35	13	3
February 1975	40	42	15	3
February 1976	46	39	13	2
February 1977	46	41	11	2
February 1978	42	43	13	2
February 1979	41	44	13	2
Grade Ten				
May 1974	55	32	11	2
February 1975	51	35	12	2
February 1976	57	31	11	1
February 1977	54	34	10	2
February 1978	53	36	10	1
February 1979	48	37	14	1
Grade Eleven				
May 1974	56	33	11	0
February 1975	46	33	17	4
February 1976	60	31	8	1
February 1977	58	33	8	1
February 1978	55	37	7	1
February 1979	57	35	7	1
Grade Twelve				
May 1974	52	36	10	2
February 1975	36	37	22	5
February 1976	50	30	17	3
February 1977	54	34	11	1
February 1978	53	35	11	1
February 1979	56	34	8	2
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - MATHEMATICS TOTAL

DISTRICT FIVE

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Year One				
May 1974	14	32	37	17
February 1975	9	38	36	17
February 1976	12	34	34	20
February 1977	12	33	37	18
February 1978	11	35	37	17
February 1979	10	37	37	16
Year Two				
May 1974	23	38	27	12
February 1975	15	37	30	18
February 1976	14	37	33	16
February 1977	11	38	35	16
February 1978	11	39	34	16
February 1979	12	38	36	14
Year Three				
May 1974	36	36	20	8
February 1975	25	40	27	8
February 1976	25	36	28	11
February 1977	20	39	31	10
February 1978	17	40	32	11
February 1979	15	40	34	11
Grade Four				
May 1974	44	36	18	2
February 1975	43	38	15	4
February 1976	36	42	17	5
February 1977	36	41	17	6
February 1978	34	43	17	6
February 1979	30	44	20	6
Grade Five				
May 1974	44	38	14	4
February 1975	34	42	19	5
February 1976	36	42	17	5
February 1977	32	45	19	4
February 1978	31	43	22	4
February 1979	32	42	21	5
Grade Six				
May 1974	45	40	12	3
February 1975	40	39	17	4
February 1976	34	45	18	3
February 1977	34	43	18	5
February 1978	32	46	19	3
February 1979	31	47	19	3
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - MATHEMATICS TOTAL

DISTRICT FIVE

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	54	37	8	1
February 1975	51	37	11	1
February 1976	54	36	9	1
February 1977	51	38	10	1
February 1978	45	40	13	2
February 1979	45	41	13	1
Grade Eight				
May 1974	57	36	6	1
February 1975	52	37	9	2
February 1976	54	35	9	2
February 1977	53	36	10	1
February 1978	50	40	9	1
February 1979	46	38	13	3
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - LANGUAGE TOTAL

DISTRICT FIVE

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Year One				
May 1974	20	40	29	11
February 1975	12	45	32	11
February 1976	14	45	30	11
February 1977	16	40	34	10
February 1978	16	42	30	12
February 1979	13	44	31	12
Year Two				
May 1974	28	40	23	9
February 1975	22	37	28	13
February 1976	21	36	28	15
February 1977	19	35	32	14
February 1978	19	37	30	14
February 1979	17	38	31	14
Year Three				
May 1974	40	35	19	6
February 1975	30	41	22	7
February 1976	32	38	22	8
February 1977	26	41	24	9
February 1978	24	39	25	12
February 1979	22	41	24	13
Grade Four				
May 1974	38	44	15	3
February 1975	34	41	20	5
February 1976	30	39	25	6
February 1977	27	39	25	9
February 1978	25	36	30	9
February 1979	20	39	31	10
Grade Five				
May 1974	42	35	19	4
February 1975	28	40	26	6
February 1976	35	41	20	4
February 1977	30	40	24	6
February 1978	29	37	26	8
February 1979	29	37	27	7
Grade Six				
May 1974	35	46	16	3
February 1975	31	41	21	7
February 1976	26	45	24	5
February 1977	25	44	24	7
February 1978	23	43	29	5
February 1979	24	41	27	8
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - LANGUAGE TOTAL

DISTRICT FIVE

Grade	Percentage of Pupils Scoring			
	Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	47	38	14	1
February 1975	41	36	20	3
February 1976	41	37	19	3
February 1977	35	38	23	4
February 1978	34	39	22	5
February 1979	33	38	24	5
Grade Eight				
May 1974	42	40	16	2
February 1975	45	36	17	2
February 1976	43	36	17	4
February 1977	37	41	18	4
February 1978	34	39	21	6
February 1979	33	39	21	7
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - BATTERY TOTAL

DISTRICT FIVE

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Year One				
May 1974	15	39	33	13
February 1975	10	42	34	14
February 1976	12	39	33	16
February 1977	13	36	38	13
February 1978	12	41	35	12
February 1979	8	42	37	13
Year Two				
May 1974	28	40	25	7
February 1975	19	39	29	13
February 1976	16	41	32	11
February 1977	14	41	34	11
February 1978	15	41	32	12
February 1979	13	40	36	11
Year Three				
May 1974	38	36	20	6
February 1975	30	41	23	6
February 1976	28	40	23	9
February 1977	22	43	25	10
February 1978	20	43	25	12
February 1979	18	43	27	12
Grade Four				
May 1974	42	41	15	2
February 1975	41	36	19	4
February 1976	36	39	20	5
February 1977	34	39	20	7
February 1978	33	38	23	6
February 1979	28	40	25	7
Grade Five				
May 1974	47	35	15	3
February 1975	35	43	18	4
February 1976	41	40	16	3
February 1977	35	43	19	3
February 1978	34	41	21	4
February 1979	35	40	21	4
Grade Six				
May 1974	41	44	13	2
February 1975	38	42	16	4
February 1976	32	48	17	3
February 1977	34	45	18	4
February 1978	29	50	18	3
February 1979	29	48	19	4
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

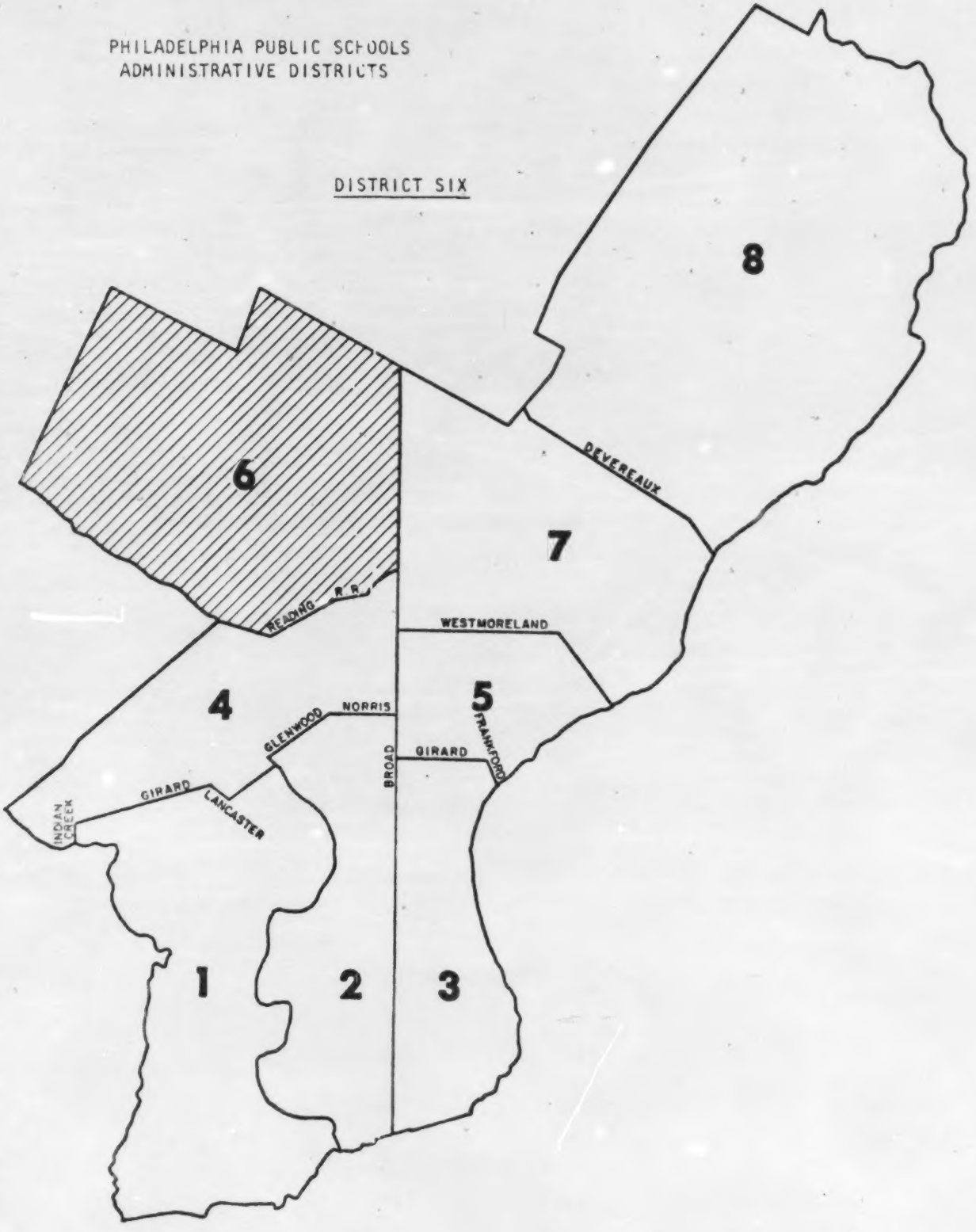
Comparison of District Performance Distributions - BATTERY TOTAL

DISTRICT FIVE

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	54	33	12	1
February 1975	47	35	16	2
February 1976	51	35	12	2
February 1977	44	39	16	1
February 1978	39	41	17	3
February 1979	41	38	19	2
Grade Eight				
May 1974	48	40	11	1
February 1975	49	36	13	2
February 1976	52	34	12	2
February 1977	47	39	12	2
February 1978	43	41	14	2
February 1979	42	39	15	4
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA PUBLIC SCHOOLS
ADMINISTRATIVE DISTRICTS

DISTRICT SIX



PHILADELPHIA CITY-WIDE TESTING PROGRAM

STANFORD EARLY SCHOOL ACHIEVEMENT TEST - LEVEL I

Comparison of District Performance Distributions - Kindergarten

DISTRICT SIX

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Environment				
May 1974	18	35	33	14
February 1975	12	31	36	21
February 1976	11	31	36	22
February 1977	10	29	37	24
February 1978	8	27	38	27
February 1979	10	28	38	24
Mathematics				
May 1974	20	32	31	17
February 1975	12	23	37	28
February 1976	12	23	36	29
February 1977	11	22	36	31
February 1978	9	20	40	31
February 1979	12	21	36	31
Letters and Sounds				
May 1974	8	31	33	28
February 1975	4	16	33	47
February 1976	4	15	32	49
February 1977	4	15	33	48
February 1978	5	13	32	50
February 1979	5	15	29	51
Aural Comprehension				
May 1974	15	31	40	14
February 1975	10	30	39	21
February 1976	10	30	39	21
February 1977	9	28	38	25
February 1978	8	27	40	25
February 1979	9	30	39	22
Total				
May 1974	16	31	34	19
February 1975	9	26	33	32
February 1976	10	25	34	31
February 1977	7	25	33	35
February 1978	6	20	38	36
February 1979	8	23	34	35
National Norm Performance for All Tests	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions
District Six - All Grades Combined

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	50th to 84th	Nat'l 85th %ile or Abov
READING Vocabulary (Grades 1-12)				
May 1974	26	38	26	10
February 1975	22	36	27	15
February 1976	22	36	28	14
February 1977	20	37	28	15
February 1978	19	37	29	15
February 1979	18	39	29	14
READING Comprehension (Grades 1-12)				
May 1974	25	36	27	12
February 1975	23	36	28	13
February 1976	21	36	30	13
February 1977	21	36	30	13
February 1978	19	37	31	13
February 1979	19	37	31	13
READING Total (Grades 1-12)				
May 1974	26	38	25	11
February 1975	23	36	27	14
February 1976	22	37	28	13
February 1977	20	37	29	14
February 1978	18	39	29	14
February 1979	19	38	29	14
MATHEMATICS Computation (Grades 1-8)				
May 1974	36	35	22	7
February 1975	30	37	23	10
February 1976	27	38	24	11
February 1977	25	37	26	12
February 1978	22	37	27	14
February 1979	22	37	28	13
MATHEMATICS Concepts & Problems (Grades 1-8)				
May 1974	27	38	24	11
February 1975	22	40	27	11
February 1976	22	39	28	11
February 1977	19	40	29	12
February 1978	17	40	30	13
February 1979	18	41	29	12
MATHEMATICS Total (Grades 1-8)				
May 1974	32	37	22	9
February 1975	28	38	24	10
February 1976	26	38	25	11
February 1977	24	38	27	11
February 1978	22	38	27	13
February 1979	21	39	28	12
National Norm Performance for All Tests	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions
District Six - All Grades Combined

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles: 16th to 49th	Between Nat'l %iles: 50th to 84th	Nat'l 85th %ile or Above
LANGUAGE Auding (Grades 1 & 2)				
May 1974	13	35	32	20
February 1975	13	36	33	18
February 1976	12	35	34	19
February 1977	12	36	32	20
February 1978	13	35	32	20
February 1979	13	36	31	20
LANGUAGE Mechanics (Grades 1-8)				
May 1974	24	38	27	11
February 1975	20	36	30	14
February 1976	18	35	31	16
February 1977	17	34	31	18
February 1978	15	34	33	18
February 1979	15	34	33	18
LANGUAGE Usage & Structure (Grades 1-8)				
May 1974	27	40	25	8
February 1975	23	41	26	10
February 1976	22	42	27	9
February 1977	20	43	28	9
February 1978	19	42	29	10
February 1979	19	43	29	9
LANGUAGE Total (Grades 1-8)				
May 1974	26	39	25	10
February 1975	21	37	29	13
February 1976	19	37	31	13
February 1977	18	36	31	15
February 1978	16	36	33	15
February 1979	16	36	33	15
LANGUAGE Spelling (Grades 1-8)				
May 1974	27	35	27	11
February 1975	25	33	30	12
February 1976	24	35	30	11
February 1977	22	35	31	12
February 1978	22	35	31	12
February 1979	21	36	31	12
BATTERY Total (Grades 1-8)				
May 1974	29	39	23	9
February 1975	24	38	27	11
February 1976	23	39	27	11
February 1977	21	38	29	12
February 1978	18	39	30	13
February 1979	18	39	30	13
National Norm Performance for All Tests	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - READING TOTAL

DISTRICT SIX

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	50th to 84th	Nat'l 85th %ile or Above
Year One				
May 1974	11	36	32	21
February 1975	10	36	30	24
February 1976	8	32	36	24
February 1977	8	35	33	24
February 1978	9	34	33	24
February 1979	9	33	38	20
Year Two				
May 1974	19	39	30	12
February 1975	10	31	42	17
February 1976	10	35	40	15
February 1977	10	32	42	16
February 1978	9	32	41	18
February 1979	8	30	44	18
Year Three				
May 1974	25	41	24	10
February 1975	20	40	25	15
February 1976	21	40	24	15
February 1977	21	40	24	15
February 1978	15	41	26	18
February 1979	16	41	25	18
Grade Four				
May 1974	26	45	23	6
February 1975	23	39	27	11
February 1976	19	42	29	10
February 1977	16	42	30	12
February 1978	17	40	30	13
February 1979	16	39	31	14
Grade Five				
May 1974	34	37	22	7
February 1975	28	40	24	8
February 1976	28	38	27	7
February 1977	23	44	26	7
February 1978	21	44	28	7
February 1979	21	46	27	6
Grade Six				
May 1974	27	48	20	5
February 1975	24	41	27	8
February 1976	21	44	27	8
February 1977	23	43	28	6
February 1978	19	48	26	7
February 1979	19	50	25	6
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - READING TOTAL

DISTRICT SIX

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	33	43	18	6
February 1975	26	44	24	6
February 1976	25	45	24	6
February 1977	23	43	27	7
February 1978	22	47	25	6
February 1979	23	48	23	6
Grade Eight				
May 1974	29	45	19	7
February 1975	24	40	25	11
February 1976	25	45	22	8
February 1977	25	45	22	8
February 1978	22	47	23	8
February 1979	25	46	22	7
Grade Nine				
May 1974	30	35	23	12
February 1975	27	36	22	15
February 1976	21	32	29	18
February 1977	20	35	27	18
February 1978	19	34	29	18
February 1979	20	37	27	16
Grade Ten				
May 1974	28	30	27	15
February 1975	30	31	25	14
February 1976	25	30	26	19
February 1977	22	30	29	19
February 1978	18	34	28	20
February 1979	17	30	33	20
Grade Eleven				
May 1974	27	29	26	18
February 1975	27	28	28	17
February 1976	29	31	26	14
February 1977	29	32	25	14
February 1978	26	31	29	14
February 1979	24	31	29	16
Grade Twelve				
May 1974	19	26	31	24
February 1975	24	29	26	21
February 1976	25	25	30	20
February 1977	26	31	28	15
February 1978	23	32	29	16
February 1979	24	32	29	15
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - MATHEMATICS TOTAL

DISTRICT SIX

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Year One				
May 1974	16	33	36	15
February 1975	16	37	34	13
February 1976	10	35	36	19
February 1977	10	32	38	20
February 1978	10	31	36	23
February 1979	10	33	38	19
Year Two				
May 1974	20	38	28	14
February 1975	14	36	31	19
February 1976	14	37	33	16
February 1977	11	35	35	19
February 1978	10	33	36	21
February 1979	10	32	38	20
Year Three				
May 1974	30	36	24	10
February 1975	24	33	30	13
February 1976	23	33	29	15
February 1977	21	33	33	13
February 1978	14	31	37	18
February 1979	15	33	35	17
Grade Four				
May 1974	41	34	21	4
February 1975	32	37	22	9
February 1976	30	39	21	10
February 1977	27	39	24	10
February 1978	24	41	24	11
February 1979	21	42	26	11
Grade Five				
May 1974	36	36	17	11
February 1975	29	39	22	10
February 1976	28	38	23	11
February 1977	24	40	24	12
February 1978	23	39	25	13
February 1979	22	42	25	11
Grade Six				
May 1974	34	39	19	8
February 1975	31	40	20	9
February 1976	31	41	21	7
February 1977	30	41	21	8
February 1978	28	41	21	10
February 1979	26	42	23	9
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - MATHEMATICS TOTAL

DISTRICT SIX

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	41	43	14	2
February 1975	41	38	16	5
February 1976	36	39	20	5
February 1977	33	40	22	5
February 1978	31	45	20	4
February 1979	33	42	20	5
Grade Eight				
May 1974	41	41	14	4
February 1975	37	42	17	4
February 1976	38	42	16	4
February 1977	36	42	17	5
February 1978	34	44	18	4
February 1979	31	44	19	6
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - LANGUAGE TOTAL

DISTRICT SIX

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Year One				
May 1974	14	34	35	17
February 1975	14	39	32	15
February 1976	10	36	34	20
February 1977	10	37	33	20
February 1978	10	36	34	20
February 1979	9	34	39	18
Year Two				
May 1974	19	37	29	15
February 1975	13	31	35	21
February 1976	14	33	32	21
February 1977	10	32	35	23
February 1978	10	31	35	24
February 1979	12	29	34	25
Year Three				
May 1974	29	39	23	9
February 1975	23	37	26	14
February 1976	22	37	25	16
February 1977	20	36	27	17
February 1978	15	35	32	18
February 1979	17	35	31	17
Grade Four				
May 1974	28	42	23	7
February 1975	22	37	29	12
February 1976	19	35	33	13
February 1977	15	35	34	16
February 1978	14	34	35	17
February 1979	13	33	35	19
Grade Five				
May 1974	32	35	23	10
February 1975	27	36	27	10
February 1976	24	35	30	11
February 1977	21	38	29	12
February 1978	19	37	33	11
February 1979	22	37	30	11
Grade Six				
May 1974	26	43	23	8
February 1975	22	39	29	10
February 1976	21	40	30	9
February 1977	21	41	28	10
February 1978	18	41	29	12
February 1979	18	41	29	12
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - LANGUAGE TOTAL

DISTRICT SIX

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	30	42	23	5
February 1975	24	37	30	9
February 1976	23	38	31	8
February 1977	20	38	31	11
February 1978	19	38	33	10
February 1979	19	39	34	8
Grade Eight				
May 1974	28	42	23	7
February 1975	24	40	25	11
February 1976	22	40	29	9
February 1977	22	37	30	11
February 1978	20	40	31	9
February 1979	20	39	32	9
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - BATTERY TOTAL

DISTRICT SIX

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Year One				
May 1974	12	36	32	20
February 1975	14	38	32	16
February 1976	9	34	36	21
February 1977	8	35	35	22
February 1978	9	33	35	23
February 1979	8	33	38	21
Year Two				
May 1974	21	37	30	12
February 1975	11	34	36	19
February 1976	13	36	34	17
February 1977	11	33	37	19
February 1978	10	32	37	21
February 1979	9	32	38	21
Year Three				
May 1974	28	39	24	9
February 1975	22	38	26	14
February 1976	21	38	25	16
February 1977	20	37	28	15
February 1978	13	37	31	19
February 1979	14	37	31	18
Grade Four				
May 1974	35	38	21	6
February 1975	30	34	26	10
February 1976	26	36	28	10
February 1977	23	35	29	13
February 1978	21	36	30	13
February 1979	20	34	32	14
Grade Five				
May 1974	35	35	20	10
February 1975	29	38	24	9
February 1976	28	37	25	10
February 1977	24	41	25	10
February 1978	22	39	30	9
February 1979	23	42	27	8
Grade Six				
May 1974	29	45	19	7
February 1975	27	40	25	8
February 1976	25	43	25	7
February 1977	26	43	24	7
February 1978	22	45	24	9
February 1979	22	44	25	9
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

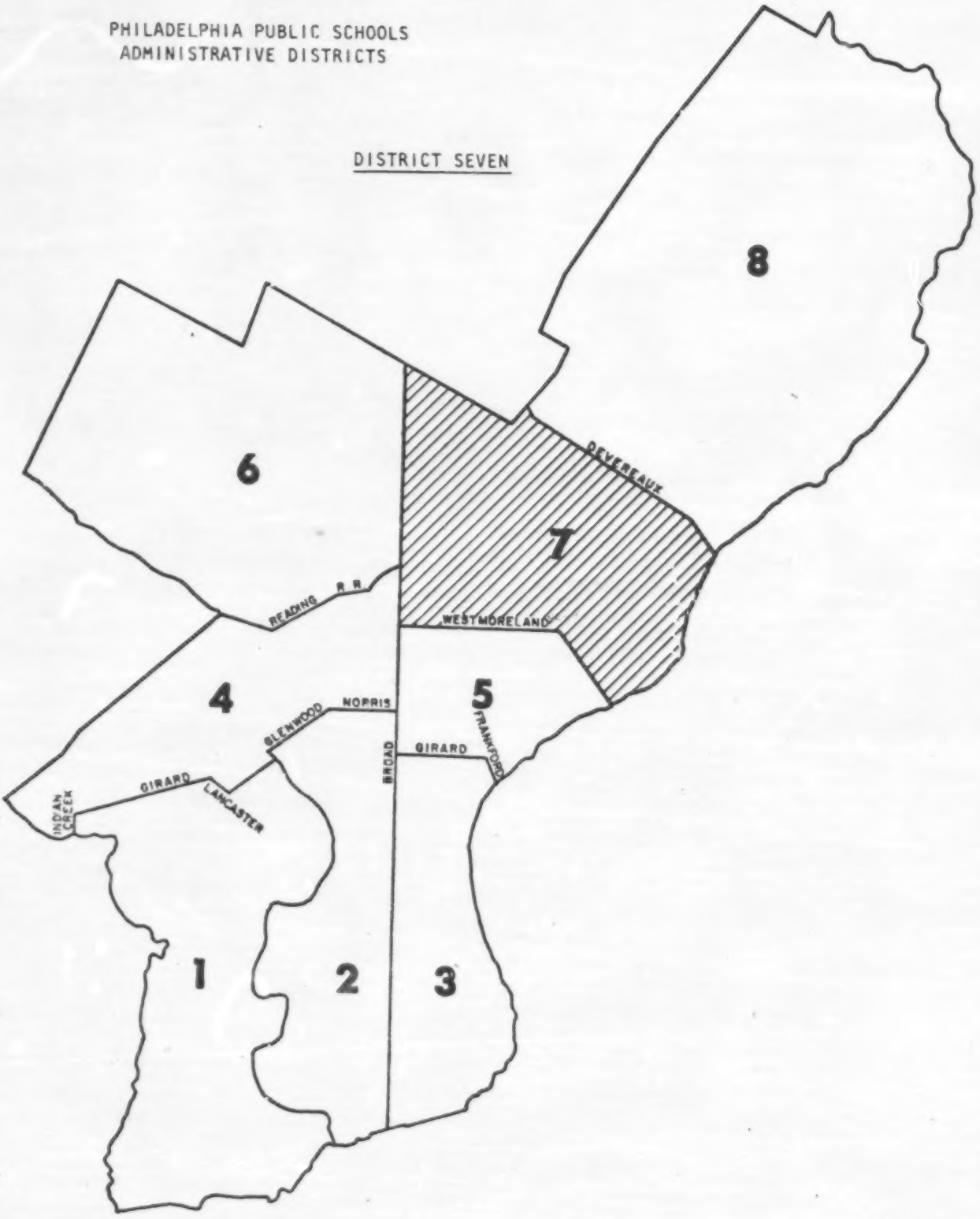
Comparison of District Performance Distributions - BATTERY TOTAL

DISTRICT SIX

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	36	41	20	3
February 1975	29	43	22	6
February 1976	30	40	24	6
February 1977	27	39	28	6
February 1978	25	43	26	6
February 1979	26	44	25	5
Grade Eight				
May 1974	32	45	18	5
February 1975	30	41	22	7
February 1976	29	44	21	6
February 1977	30	40	23	7
February 1978	26	45	24	5
February 1979	26	43	24	7
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA PUBLIC SCHOOLS
ADMINISTRATIVE DISTRICTS

DISTRICT SEVEN



PHILADELPHIA CITY-WIDE TESTING PROGRAM

STANFORD EARLY SCHOOL ACHIEVEMENT TEST - LEVEL I

Comparison of District Performance Distributions - Kindergarten

DISTRICT SEVEN

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Environment				
May 1974	15	34	38	13
February 1975	10	27	40	23
February 1976	8	27	42	23
February 1977	8	29	43	20
February 1978	6	27	44	23
February 1979	9	28	42	21
Mathematics				
May 1974	14	32	35	19
February 1975	8	20	39	33
February 1976	8	19	40	33
February 1977	8	20	40	32
February 1978	7	21	38	34
February 1979	10	19	39	32
Letters and Sounds				
May 1974	6	26	36	32
February 1975	3	15	32	50
February 1976	3	13	33	51
February 1977	4	14	33	49
February 1978	2	16	31	51
February 1979	3	16	31	50
Aural Comprehension				
May 1974	13	28	43	16
February 1975	9	27	38	26
February 1976	7	26	41	26
February 1977	7	27	42	24
February 1978	6	25	43	26
February 1979	8	28	42	22
Total				
May 1974	10	30	39	21
February 1975	6	22	36	36
February 1976	6	21	36	37
February 1977	6	22	38	34
February 1978	5	21	36	38
February 1979	6	23	36	35
National Norm Performance for All Tests	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions
District Seven - All Grades Combined

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Abo
READING Vocabulary (Grades 1-12)				
May 1974	29	40	24	7
February 1975	25	39	25	11
February 1976	25	40	25	10
February 1977	23	41	26	10
February 1978	22	42	26	10
February 1979	21	42	27	10
READING Comprehension (Grades 1-12)				
May 1974	29	36	25	10
February 1975	25	37	28	10
February 1976	24	38	28	10
February 1977	23	39	28	10
February 1978	21	39	29	11
February 1979	22	39	29	10
READING Total (Grades 1-12)				
May 1974	29	40	23	8
February 1975	25	39	26	10
February 1976	25	40	26	9
February 1977	24	41	26	9
February 1978	22	42	26	10
February 1979	22	42	27	9
MATHEMATICS Computation (Grades 1-8)				
May 1974	31	32	27	10
February 1975	24	36	27	13
February 1976	23	35	28	14
February 1977	21	35	29	15
February 1978	18	36	30	16
February 1979	17	36	30	17
MATHEMATICS Concepts & Problems (Grades 1-8)				
May 1974	24	35	28	13
February 1975	19	36	30	15
February 1976	20	35	30	15
February 1977	18	37	30	15
February 1978	16	36	32	16
February 1979	17	37	32	14
MATHEMATICS Total (Grades 1-8)				
May 1974	28	34	26	12
February 1975	22	36	28	14
February 1976	22	36	28	14
February 1977	20	36	29	15
February 1978	18	36	30	16
February 1979	17	38	30	15
National Norm Performance for All Tests	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions
District Seven - All Grades Combined

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	50th to 84th	Nat'l 85th %ile or Above
LANGUAGE Auding (Grades 1 & 2)				
May 1974	16	35	28	21
February 1975	15	34	32	19
February 1976	14	36	32	18
February 1977	15	37	31	17
February 1978	14	34	32	20
February 1979	15	38	31	16
LANGUAGE Mechanics (Grades 1-8)				
May 1974	24	35	28	13
February 1975	19	33	31	17
February 1976	18	33	31	18
February 1977	16	32	31	21
February 1978	14	32	32	22
February 1979	14	31	33	22
LANGUAGE Usage & Structure (Grades 1-8)				
May 1974	27	38	27	8
February 1975	22	40	28	10
February 1976	20	41	29	10
February 1977	20	40	30	10
February 1978	18	41	30	11
February 1979	17	41	31	11
LANGUAGE Total (Grades 1-8)				
May 1974	25	37	27	11
February 1975	20	35	30	15
February 1976	18	35	31	16
February 1977	16	34	32	18
February 1978	15	34	32	19
February 1979	15	34	32	19
LANGUAGE Spelling (Grades 1-8)				
May 1974	27	36	27	10
February 1975	26	34	30	10
February 1976	25	35	30	10
February 1977	23	36	31	10
February 1978	21	37	32	10
February 1979	21	36	32	11
BATTERY Total (Grades 1-8)				
May 1974	27	36	26	11
February 1975	21	36	29	14
February 1976	22	36	29	13
February 1977	19	36	30	15
February 1978	17	37	31	15
February 1979	17	37	31	15
National Norm Performance for All Tests	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - READING TOTAL

DISTRICT SEVEN

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles: 16th to 49th	Between Nat'l %iles: 50th to 84th	Nat'l 85th %ile or Above
Year One				
May 1974	15	34	34	17
February 1975	10	33	35	22
February 1976	9	35	36	20
February 1977	8	35	37	20
February 1978	8	37	34	21
February 1979	9	35	38	18
Year Two				
May 1974	20	42	26	12
February 1975	13	31	40	16
February 1976	9	31	43	17
February 1977	7	33	42	18
February 1978	8	34	40	18
February 1979	6	32	44	18
Year Three				
May 1974	25	37	26	12
February 1975	20	40	23	17
February 1976	20	38	27	15
February 1977	15	39	28	18
February 1978	12	41	29	18
February 1979	15	42	26	17
Grade Four				
May 1974	26	38	26	10
February 1975	19	37	30	14
February 1976	19	42	29	10
February 1977	18	41	29	12
February 1978	14	40	33	13
February 1979	13	41	32	14
Grade Five				
May 1974	32	40	21	7
February 1975	25	41	27	7
February 1976	25	40	28	7
February 1977	24	44	25	7
February 1978	20	44	29	7
February 1979	19	44	30	7
Grade Six				
May 1974	26	40	27	7
February 1975	24	42	25	9
February 1976	23	42	27	8
February 1977	19	44	28	9
February 1978	19	46	27	8
February 1979	18	46	29	7
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - READING TOTAL

DISTRICT SEVEN

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	35	41	17	7
February 1975	29	40	24	7
February 1976	28	45	21	6
February 1977	26	44	23	7
February 1978	25	46	22	7
February 1979	28	44	22	6
Grade Eight				
May 1974	35	38	20	7
February 1975	27	42	22	9
February 1976	29	40	22	9
February 1977	30	42	21	7
February 1978	28	43	22	7
February 1979	25	46	22	7
Grade Nine				
May 1974	35	44	19	2
February 1975	28	43	24	5
February 1976	32	44	20	4
February 1977	31	45	21	3
February 1978	32	45	19	4
February 1979	30	49	18	3
Grade Ten				
May 1974	42	39	17	2
February 1975	38	43	17	2
February 1976	34	44	19	3
February 1977	39	41	17	3
February 1978	34	44	19	3
February 1979	34	45	18	3
Grade Eleven				
May 1974	41	40	16	3
February 1975	44	39	14	3
February 1976	39	42	16	3
February 1977	40	44	14	2
February 1978	42	41	15	2
February 1979	37	47	15	1
Grade Twelve				
May 1974	30	42	23	5
February 1975	41	34	21	4
February 1976	38	39	19	4
February 1977	35	43	18	4
February 1978	36	43	18	3
February 1979	40	39	17	4
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - MATHEMATICS TOTAL

DISTRICT SEVEN

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	50th to 84th	Nat'l 85th %ile or Above
Year One				
May 1974	15	27	38	20
February 1975	11	32	37	20
February 1976	10	32	38	20
February 1977	9	31	41	19
February 1978	8	31	39	22
February 1979	9	33	38	20
Year Two				
May 1974	20	36	27	17
February 1975	12	32	33	23
February 1976	9	33	34	24
February 1977	9	32	35	24
February 1978	8	31	36	25
February 1979	7	31	37	25
Year Three				
May 1974	25	30	30	15
February 1975	16	32	34	18
February 1976	19	30	33	18
February 1977	15	31	34	20
February 1978	9	30	41	20
February 1979	14	31	36	19
Grade Four				
May 1974	34	31	29	6
February 1975	25	35	26	14
February 1976	27	36	24	13
February 1977	25	37	25	13
February 1978	21	37	28	14
February 1979	19	40	28	13
Grade Five				
May 1974	28	39	23	10
February 1975	25	36	27	12
February 1976	22	35	29	14
February 1977	22	37	27	14
February 1978	19	39	27	15
February 1979	20	39	27	14
Grade Six				
May 1974	26	38	25	11
February 1975	23	41	24	12
February 1976	25	37	25	13
February 1977	21	39	26	14
February 1978	21	40	25	14
February 1979	19	41	26	14
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - MATHEMATICS TOTAL

DISTRICT SEVEN

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	38	41	17	4
February 1975	35	39	21	5
February 1976	34	38	22	6
February 1977	32	38	23	7
February 1978	29	42	23	6
February 1979	29	41	24	6
Grade Eight				
May 1974	43	37	15	5
February 1975	34	41	19	6
February 1976	34	41	19	6
February 1977	34	42	18	6
February 1978	30	43	20	7
February 1979	25	47	22	6
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - LANGUAGE TOTAL

DISTRICT SEVEN

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Year One				
May 1974	15	31	35	19
February 1975	13	35	33	19
February 1976	12	37	34	17
February 1977	10	36	35	19
February 1978	11	34	35	20
February 1979	11	37	32	20
Year Two				
May 1974	22	35	29	14
February 1975	14	29	34	23
February 1976	11	27	36	26
February 1977	11	29	34	26
February 1978	11	27	33	29
February 1979	10	28	36	26
Year Three				
May 1974	27	36	24	13
February 1975	20	35	28	17
February 1976	21	34	27	18
February 1977	15	32	31	22
February 1978	12	37	30	21
February 1979	14	34	30	22
Grade Four				
May 1974	25	36	29	10
February 1975	19	35	31	15
February 1976	19	36	31	14
February 1977	16	34	33	17
February 1978	13	31	34	22
February 1979	12	32	36	20
Grade Five				
May 1974	30	36	27	7
February 1975	21	35	31	13
February 1976	22	33	30	15
February 1977	22	32	31	15
February 1978	18	33	34	15
February 1979	18	33	32	17
Grade Six				
May 1974	23	37	27	13
February 1975	19	36	30	15
February 1976	18	35	31	16
February 1977	15	36	31	18
February 1978	16	35	32	17
February 1979	13	36	33	18
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - LANGUAGE TOTAL

DISTRICT SEVEN

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	30	41	23	6
February 1975	27	36	27	10
February 1976	25	41	27	7
February 1977	22	36	30	12
February 1978	20	37	32	11
February 1979	21	36	31	12
Grade Eight				
May 1974	30	43	20	7
February 1975	24	41	26	9
February 1976	24	38	27	11
February 1977	25	39	27	9
February 1978	19	40	28	13
February 1979	21	39	29	11
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - BATTERY TOTAL

DISTRICT SEVEN

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Year One				
May 1974	14	31	34	21
February 1975	10	34	36	20
February 1976	8	35	38	19
February 1977	8	34	39	19
February 1978	8	34	38	20
February 1979	9	34	37	20
Year Two				
May 1974	23	37	28	12
February 1975	13	30	37	20
February 1976	9	32	38	21
February 1977	9	32	38	21
February 1978	9	31	36	24
February 1979	7	33	38	22
Year Three				
May 1974	24	35	28	13
February 1975	18	37	27	18
February 1976	19	34	29	18
February 1977	14	35	30	21
February 1978	12	36	33	19
February 1979	14	37	29	20
Grade Four				
May 1974	29	34	28	9
February 1975	23	33	29	15
February 1976	26	34	29	11
February 1977	24	34	29	13
February 1978	19	33	31	17
February 1979	17	35	32	16
Grade Five				
May 1974	30	38	24	8
February 1975	26	36	27	11
February 1976	24	38	27	11
February 1977	24	38	26	12
February 1978	21	38	30	11
February 1979	21	38	29	12
Grade Six				
May 1974	24	39	26	11
February 1975	24	40	24	12
February 1976	23	38	26	13
February 1977	20	40	26	14
February 1978	21	41	26	12
February 1979	17	42	29	12
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

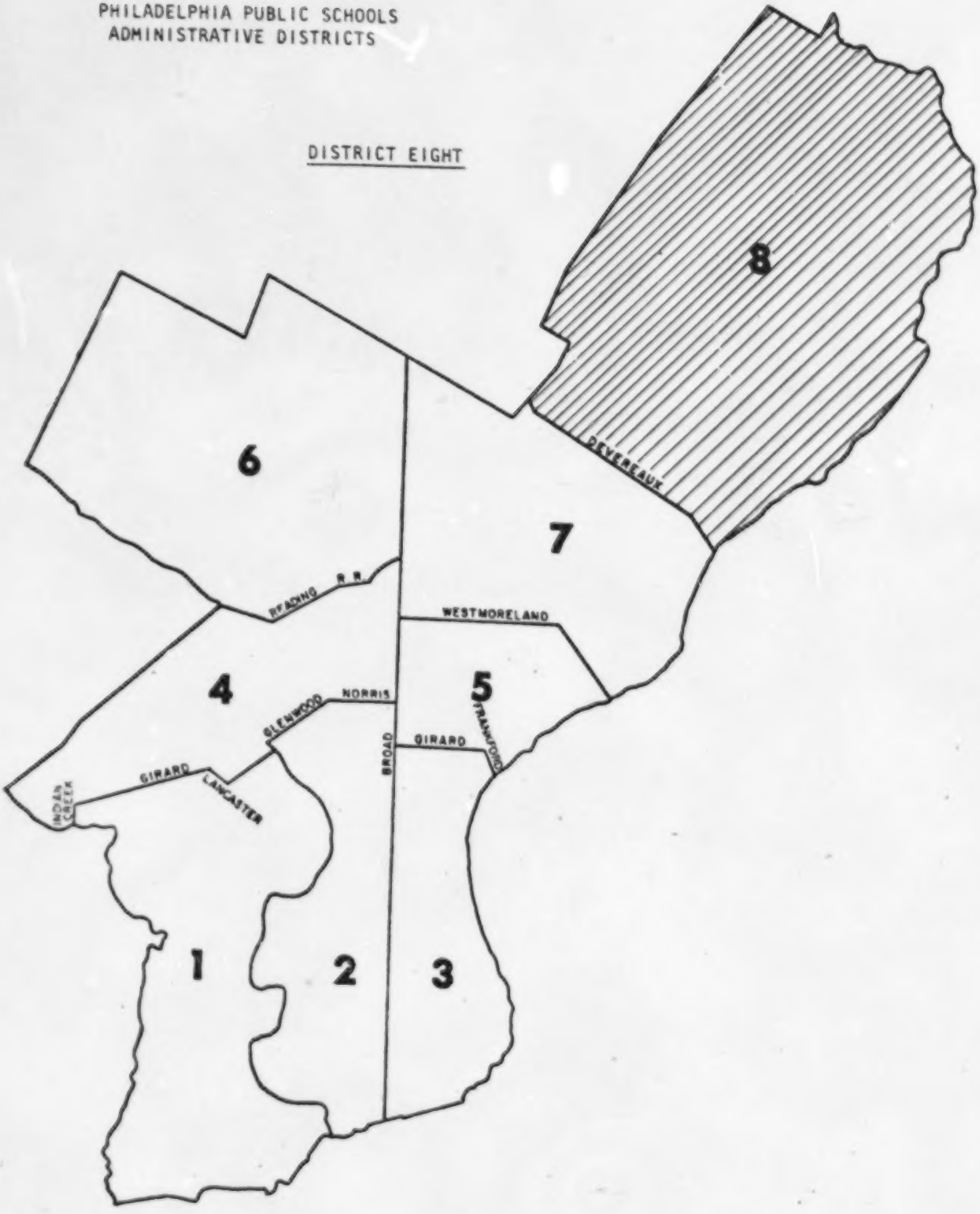
Comparison of District Performance Distributions - BATTERY TOTAL

DISTRICT SEVEN

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	37	38	20	5
February 1975	32	37	24	7
February 1976	33	40	22	5
February 1977	28	38	26	8
February 1978	25	41	27	7
February 1979	27	40	26	7
Grade Eight				
May 1974	38	37	19	6
February 1975	31	41	22	6
February 1976	30	41	22	7
February 1977	32	41	20	7
February 1978	28	42	21	9
February 1979	25	44	24	7
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA PUBLIC SCHOOLS
ADMINISTRATIVE DISTRICTS

DISTRICT EIGHT



PHILADELPHIA CITY-WIDE TESTING PROGRAM

STANFORD EARLY SCHOOL ACHIEVEMENT TEST - LEVEL I

Comparison of District Performance Distributions - Kindergarten

DISTRICT EIGHT

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Environment				
May 1974	9	31	42	18
February 1975	4	22	44	30
February 1976	3	20	43	34
February 1977	3	21	44	32
February 1978	2	18	45	35
February 1979	3	17	44	36
Mathematics				
May 1974	8	28	40	24
February 1975	4	15	39	42
February 1976	3	14	38	45
February 1977	4	13	38	45
February 1978	3	13	38	46
February 1979	3	12	37	48
Letters and Sounds				
May 1974	2	21	32	45
February 1975	1	8	27	64
February 1976	0	8	25	67
February 1977	1	9	24	66
February 1978	1	8	24	67
February 1979	1	8	21	70
Aural Comprehension				
May 1974	8	26	48	18
February 1975	4	20	44	32
February 1976	3	17	44	36
February 1977	4	17	41	38
February 1978	3	17	43	37
February 1979	3	17	43	37
Total				
May 1974	5	24	44	27
February 1975	2	14	36	48
February 1976	3	13	33	51
February 1977	2	13	33	52
February 1978	1	11	33	55
February 1979	2	12	30	56
National Norm Performance for All Tests	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions
District Eight - All Grades Combined

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles: 16th to 49th	Between Nat'l %iles: 50th to 84th	Nat'l 85th %ile or Abo
READING Vocabulary (Grades 1-12)				
May 1974	9	34	41	16
February 1975	7	31	40	22
February 1976	8	30	40	22
February 1977	7	31	40	22
February 1978	7	32	40	21
February 1979	7	32	40	21
READING Comprehension (Grades 1-12)				
May 1974	10	31	38	21
February 1975	9	29	40	22
February 1976	10	28	40	22
February 1977	9	29	40	22
February 1978	9	29	40	22
February 1979	9	30	40	21
READING Total (Grades 1-12)				
May 1974	8	34	38	20
February 1975	7	31	39	23
February 1976	8	30	39	23
February 1977	7	31	39	23
February 1978	7	32	39	22
February 1979	8	31	39	22
MATHEMATICS Computation (Grades 1-8)				
May 1974	13	30	38	19
February 1975	10	30	35	25
February 1976	10	28	35	27
February 1977	9	29	36	26
February 1978	9	27	36	28
February 1979	9	27	37	27
MATHEMATICS Concepts & Problems (Grades 1-8)				
May 1974	8	28	37	27
February 1975	6	26	38	30
February 1976	6	26	38	30
February 1977	6	26	38	30
February 1978	6	26	38	30
February 1979	7	27	39	27
MATHEMATICS Total (Grades 1-8)				
May 1974	9	30	37	24
February 1975	8	29	35	28
February 1976	8	28	35	29
February 1977	8	27	36	29
February 1978	8	27	36	29
February 1979	8	27	37	28
National Norm Performance All Tests	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions
District Eight - All Grades Combined

Test Area	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
LANGUAGE Auding (Grades 1 & 2)				
May 1974	5	26	32	37
February 1975	6	26	36	32
February 1976	5	27	37	31
February 1977	6	26	35	33
February 1978	6	26	35	33
February 1979	7	29	35	29
LANGUAGE Mechanics (Grades 1-8)				
May 1974	7	25	39	29
February 1975	5	22	38	35
February 1976	5	20	37	38
February 1977	5	19	36	40
February 1978	5	19	36	40
February 1979	6	20	36	38
LANGUAGE Usage & Structure (Grades 1-8)				
May 1974	11	30	41	18
February 1975	8	31	39	22
February 1976	8	30	40	22
February 1977	7	29	40	24
February 1978	8	29	40	23
February 1979	8	31	40	21
LANGUAGE Total (Grades 1-8)				
May 1974	7	27	39	27
February 1975	5	23	39	33
February 1976	5	22	39	34
February 1977	5	21	38	36
February 1978	5	20	38	37
February 1979	5	22	39	34
LANGUAGE Spelling (Grades 1-8)				
May 1974	10	31	39	20
February 1975	10	30	40	20
February 1976	9	30	41	20
February 1977	10	30	40	20
February 1978	9	31	40	20
February 1979	10	31	40	19
BATTERY Total (Grades 1-8)				
May 1974	8	29	38	25
February 1975	7	27	37	29
February 1976	7	25	38	30
February 1977	6	25	38	31
February 1978	6	25	38	31
February 1979	6	27	38	29
National Norm Performance All Tests	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - READING TOTAL

DISTRICT EIGHT

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Year One				
May 1974	3	23	39	35
February 1975	2	24	45	29
February 1976	2	19	47	32
February 1977	2	20	45	33
February 1978	2	22	49	27
February 1979	2	21	47	30
Year Two				
May 1974	6	27	37	30
February 1975	1	18	45	36
February 1976	2	16	45	37
February 1977	1	16	42	41
February 1978	1	17	42	40
February 1979	3	18	44	35
Year Three				
May 1974	7	27	37	29
February 1975	6	28	30	36
February 1976	6	25	32	37
February 1977	5	24	33	38
February 1978	3	24	32	41
February 1979	4	27	30	39
Grade Four				
May 1974	6	35	41	18
February 1975	5	27	42	26
February 1976	5	26	42	27
February 1977	6	26	40	28
February 1978	4	26	42	28
February 1979	3	27	43	27
Grade Five				
May 1974	9	34	40	17
February 1975	7	31	44	18
February 1976	8	29	44	19
February 1977	7	29	46	18
February 1978	7	31	46	16
February 1979	8	33	45	14
Grade Six				
May 1974	8	34	40	18
February 1975	6	31	41	22
February 1976	7	30	43	20
February 1977	6	31	43	20
February 1978	5	28	47	20
February 1979	6	32	43	19
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - READING TOTAL

DISTRICT EIGHT

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	9	37	37	17
February 1975	8	34	39	19
February 1976	8	34	40	18
February 1977	7	36	41	16
February 1978	8	35	41	16
February 1979	9	34	41	16
Grade Eight				
May 1974	7	36	41	16
February 1975	8	34	36	22
February 1976	9	36	35	20
February 1977	8	36	37	19
February 1978	8	37	36	19
February 1979	9	37	35	19
Grade Nine				
May 1974	9	39	35	17
February 1975	7	34	39	20
February 1976	8	34	38	20
February 1977	9	36	36	19
February 1978	8	37	36	19
February 1979	8	37	37	18
Grade Ten				
May 1974	12	37	38	13
February 1975	10	35	35	20
February 1976	9	35	36	20
February 1977	10	36	35	19
February 1978	9	37	35	19
February 1979	9	34	39	18
Grade Eleven				
May 1974	10	35	37	18
February 1975	11	35	38	16
February 1976	13	35	35	17
February 1977	13	37	34	16
February 1978	13	39	33	15
February 1979	12	35	36	17
Grade Twelve				
May 1974	9	37	36	18
February 1975	10	31	38	21
February 1976	12	33	37	18
February 1977	11	33	37	19
February 1978	12	34	36	18
February 1979	12	34	36	18
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - MATHEMATICS TOTAL

DISTRICT EIGHT

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Year One				
May 1974	4	17	41	38
February 1975	4	24	38	34
February 1976	2	20	40	38
February 1977	3	20	41	36
February 1978	3	21	43	33
February 1979	2	20	41	37
Year Two				
May 1974	4	22	37	37
February 1975	3	19	34	44
February 1976	1	20	35	44
February 1977	2	18	34	46
February 1978	2	19	33	46
February 1979	3	19	37	41
Year Three				
May 1974	7	24	37	32
February 1975	5	21	36	38
February 1976	7	18	37	38
February 1977	5	18	37	40
February 1978	5	18	36	41
February 1979	5	19	39	37
Grade Four				
May 1974	13	30	45	12
February 1975	11	26	35	28
February 1976	11	27	34	28
February 1977	11	28	34	27
February 1978	9	28	34	29
February 1979	10	29	36	25
Grade Five				
May 1974	10	33	29	28
February 1975	7	28	36	29
February 1976	7	28	36	29
February 1977	7	27	36	30
February 1978	9	27	34	30
February 1979	8	31	35	26
Grade Six				
May 1974	10	34	34	22
February 1975	9	32	31	28
February 1976	8	31	33	28
February 1977	10	29	33	28
February 1978	10	26	35	29
February 1979	9	31	34	26
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - MATHEMATICS TOTAL

DISTRICT EIGHT

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	12	39	35	14
February 1975	12	35	36	17
February 1976	12	33	34	21
February 1977	11	33	37	19
February 1978	12	31	37	20
February 1979	11	30	37	22
Grade Eight				
May 1974	12	39	36	13
February 1975	11	37	35	17
February 1976	11	37	34	18
February 1977	11	35	37	17
February 1978	12	37	35	16
February 1979	11	33	38	18
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - LANGUAGE TOTAL

DISTRICT EIGHT

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	Between Nat'l %iles 50th to 84th	Nat'l 85th %ile or Above
Year One				
May 1974	4	17	35	44
February 1975	4	21	37	38
February 1976	3	17	39	41
February 1977	3	19	37	41
February 1978	3	18	42	37
February 1979	3	22	38	37
Year Two				
May 1974	3	17	37	43
February 1975	2	12	34	52
February 1976	2	11	32	55
February 1977	2	12	31	55
February 1978	1	15	30	54
February 1979	3	14	32	51
Year Three				
May 1974	5	26	41	28
February 1975	5	22	36	37
February 1976	5	21	35	39
February 1977	3	22	35	40
February 1978	4	17	34	45
February 1979	5	21	34	40
Grade Four				
May 1974	7	29	43	21
February 1975	5	22	44	29
February 1976	5	18	41	36
February 1977	5	17	39	39
February 1978	4	18	38	40
February 1979	4	19	42	35
Grade Five				
May 1974	9	26	39	26
February 1975	6	23	42	29
February 1976	7	22	42	29
February 1977	7	19	41	33
February 1978	7	22	40	31
February 1979	7	22	42	29
Grade Six				
May 1974	7	30	38	25
February 1975	6	24	37	33
February 1976	5	24	40	31
February 1977	6	21	40	33
February 1978	5	21	40	34
February 1979	6	24	38	32
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - LANGUAGE TOTAL

DISTRICT EIGHT

Grade	Percentage of Pupils Scoring			
	Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	11	32	38	19
February 1975	7	27	41	25
February 1976	7	26	40	27
February 1977	6	24	42	28
February 1978	7	22	42	29
February 1979	8	24	41	27
Grade Eight				
May 1974	7	33	40	20
February 1975	7	28	40	25
February 1976	7	27	40	26
February 1977	7	25	38	30
February 1978	8	26	38	28
February 1979	6	26	40	28
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - BATTERY TOTAL

DISTRICT EIGHT

Grade	Percentage of Pupils Scoring: Below Nat'l 16th %ile	Between Nat'l %iles: 16th to 49th	Between Nat'l %iles: 50th to 84th	Nat'l 85th %ile or Above
Year One				
May 1974	4	18	36	42
February 1975	3	24	38	35
February 1976	2	19	40	39
February 1977	2	20	39	39
February 1978	2	21	43	34
February 1979	2	21	42	35
Year Two				
May 1974	5	22	39	34
February 1975	2	16	37	45
February 1976	2	14	37	47
February 1977	1	15	35	49
February 1978	1	16	34	49
February 1979	3	16	37	44
Year Three				
May 1974	6	25	40	29
February 1975	5	23	33	39
February 1976	6	20	34	40
February 1977	4	21	34	41
February 1978	4	18	32	46
February 1979	4	21	35	40
Grade Four				
May 1974	9	30	42	19
February 1975	8	23	42	27
February 1976	8	21	40	31
February 1977	8	21	37	34
February 1978	7	20	39	34
February 1979	7	23	40	30
Grade Five				
May 1974	10	32	34	24
February 1975	8	26	39	27
February 1976	7	27	40	26
February 1977	8	23	41	28
February 1978	7	26	39	28
February 1979	8	29	40	23
Grade Six				
May 1974	8	33	37	22
February 1975	7	29	34	30
February 1976	7	30	36	27
February 1977	7	28	36	29
February 1978	6	26	39	29
February 1979	7	30	36	27
National Norm Performance All Grades	15	34	35	16

PHILADELPHIA CITY-WIDE TESTING PROGRAM

CALIFORNIA ACHIEVEMENT TESTS, 1970 EDITION

Comparison of District Performance Distributions - BATTERY TOTAL

DISTRICT EIGHT

Grade	Percentage of Pupils Scoring			
	Below Nat'l 16th %ile	Between Nat'l %iles 16th to 49th	50th to 84th	Nat'l 85th %ile or Above
Grade Seven				
May 1974	11	34	39	16
February 1975	10	31	40	19
February 1976	10	31	37	22
February 1977	8	32	40	20
February 1978	8	30	41	21
February 1979	9	29	40	22
Grade Eight				
May 1974	9	37	38	16
February 1975	9	34	37	20
February 1976	9	34	37	20
February 1977	9	35	36	20
February 1978	9	34	38	19
February 1979	9	33	38	20
National Norm Performance All Grades	15	34	35	16